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The effects upon libraries of the major social changes of the past two decades and the probably future effects of such changes are analyzed in this report, based upon a search of the professional literature, a field survey, and opinion sampling from leaders in the library profession and civic leaders belonging to the National Book Committee. Five principal future responsibilities of libraries include: (1) supporting formal education at all levels, (2) sustaining the increasingly complex operations of the government and the national economy, (3) providing opportunities for continuing self-education and retraining, (4) playing a role in the reintegration of the disadvantaged into society, and (5) providing resources for an informed public opinion and for personal growth. The impact of rapid social change will be to render the library's role more central, requiring vastly increased public support. From an institution with rather general aims which functions somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns, especially in core cities. The appendix includes the questionnaires used for the surveys, a summary of the survey results, and a bibliography of 157 items. (Author/JB)

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Final Report

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SOCIAL CHANGE AND THE LIBRARY, 1945-1980

Dan Lacy
and
Virginia H. Mathews

National Book Committee

New York, New York

December 1967

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U.S. DEPARTMENT OF
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SOCIAL CHANGE AND THE LIBRARY

1945-1980

SUMMARY

Population shifts and the impact of greatly increased social investment in scientific and technical research and development have had significant effects on library services and resources in the decades since the end of World War II.

This report, by Dan Lacy, senior vice-president of the McGraw-Hill Book Company, analyzes the consequences for libraries of a 30% increase in the population, the shifts in geographic, age and occupational distribution (especially the rural-to-urban migration); the enormous and rapid increase in the amount of recorded information, and the sophisticated changes in methods of its transfer; and the growing complexities of American political life at home and abroad.

Following a search of the pertinent professional literature, the National Book Committee mailed questionnaires to 80 school librarians, 272 public librarians, and 110 academic librarians, plus other leaders of the library profession, including deans of schools of library service.

In addition, the views of 150 representatives of the "public interest" (the writers, artists, scientists, educators, attorneys, civic leaders and other who comprise the membership of the National Book Committee) were elicited. The results of these questionnaires are summarized by Virginia H. Mathews, National Book Committee staff associate, in the Appendix. Respondents' replies show what measures libraries of different kinds in virtually every state have adopted to deal with the broad new demands that have been placed on their resources and capabilities.

The major recent social changes that have produced five principal responsibilities of libraries today and shaped the context within which libraries operate:

1. To support formal education, from prekindergarten through graduate and professional schools.

2. To sustain the increasingly complex operations of the Government and the economy of the country.

3. To provide opportunities for continuing self-education and retraining.

4. To play a role in the reintegration into the society of groups now largely isolated and excluded by their lacks in education and training.

5. To provide resources for an informed public opinion and for personal cultural and intellectual growth and individuation.

The swift movement toward a highly technical, science-based society in the next decade will be accelerated. The consequent emphasis on high-level training, extensive and intensive reliance on complex written materials, will make more complete and oppressive the exclusion of the uneducated and semi-literates from full participation in society. Thus, the schools and libraries must do more than provide a ladder by which bright and ambitious "lower-class" youths can climb into the middle class; they need to be instruments to transform the whole class itself, since society no longer will have a role for unskilled labor. This means that schools and libraries, on a massive scale, must enter into the lives and relate to the values of the whole population segment that has hitherto lived beyond their scope.

The changes in core-city school and public libraries over the next decade will need to be quite radical in character.

The total impact of the rapid and massive sweep of social change within which we live will obviously be to increase the nation's quantitative demand for library services at all levels. But, more importantly, it will be to give weight to the seriousness of that demand. As our society becomes increasingly information-based, as the mastery of complex bodies of information becomes more essential to every aspect of its management, and indeed to individual functioning within that society, the library will become a more essential operating component of society. From an institution with rather general educational, cultural, and recreational aims which functions, however worthily, somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns.

The greater seriousness, the greater centrality, of the library's role will justify, indeed will require, a much larger public support. But it will also impose a much heavier responsibility upon libraries and the library profession: a responsibility to use the new technology wherever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express in daily operations a keen and pervasive sense of the library's enlarged social commitment.

SOCIAL CHANGE AND THE LIBRARY, 1945-1980

The two most dynamic forces impelling the social changes that affect the library are probably population changes and the radically increased social investment in scientific and technical research and development.

Following a long period of relatively slow growth, the population of the United States leapt forward in the years following World War II as millions of men returned from the armed services to found families. The dynamics of growth may be seen in the annual number of births. Throughout the 1920's this figure averaged just under 3,000,000 for the United States. It declined with the coming of the Depression, and averaged only 2,500,000 for the 1930's. The deferral of marriages and the absence of husbands continued to depress the birth rate even after the return of prosperity in wartime. In 1945, there were still only 2,858,000 births in the United States.

This pattern changed sharply in 1946 and 1947, when there were 3,426,000 and 3,834,000 births, respectively. The number of births increased steadily year-by-year until it reached a peak of 4,268,000 in 1961. Since then, it has declined, slowly at first and then more rapidly, until it reached a figure of 3,629,000 in 1966.

This massive wave of births, coupled with a declining death-rate, brought about an enormous postwar population increase. The increase from 1920 to 1930 had been only 17,200,000 or 16.2%. The population estimate for 1945 was 140,468,000. The figure had climbed steeply to 151,300,000 by 1950. The 1950's saw a further increase to 179,300,000 or 18.5%. The estimated population in 1967 is 200,000,000, for a total postwar increase of 59,532,000 or over 30%.

The meaning of this startling figure will not be clear, however, without analysis by generations. The increase has been almost wholly an increase in the number of children and youths. Only this year, in 1967, will the earliest of the postwar generation become 21. The number of persons under 20 has grown from an estimated 46,795,000 in 1945 to 77,815,000 in 1966, an increase of 66.3% as compared with 27.1% for the population over 19, which has grown only from an estimated 92,827,000 to 118,042,000. There have been actual declines in certain sectors of the adult population. For example, there are today fewer people in the age bracket 30-35 than at any time since the early 1930's.

This oscillation of birth rates has had as one of its consequences the fact that the extremely rapid growth in the number of children and young people requiring educational and related services has come at precisely a time when the number of persons ready to enter such professions as librarianship and teaching has been at its lowest in decades. This mismatching of generations is a principal cause of the manpower shortage in schools and libraries. It will largely correct itself, given adequate salary support, over the next ten or fifteen years.

The changes in the number and age distribution of the population have not, however, been the only dramatic ones. Almost equally dramatic have been the changes in geographic and occupational distribution. There have been massive movements in the postwar decades from rural and small-town areas to metropolitan areas, from core cities to suburbs, and from the South and Middle West to Florida, the Southwest, and the Pacific Coast.

Between 1950 and 1960, the net outward migration from the Dakotas, Virginia and West Virginia, the Carolinas, Georgia, Tennessee, Kentucky, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas, Montana, Wyoming, New Mexico, Arizona, Alaska and Hawaii was more than 1,500,000; this figure has been even larger for the years since 1960. Because much of this migration consisted of young adults who were parents or potential parents, it was doubly significant as a population factor. The birth rates of the states from which they departed fell, and the population of the states to which they came rose swiftly from an increase in births as well as from immigration. In such states as West Virginia, Arkansas and Mississippi, the annual number of births in the 1950's and 1960's was actually below that of 1940; and in a number of other states the increase was relatively slight. In contrast, in California the number of births went from 114,000 in 1940 to 247,000 in 1950 and 372,000 in 1960; in Florida, from 37,000 to 66,000 to 115,000 in the same years. The impact on schools, libraries, and similar services of the massive postwar increase in the birth rate was heavily concentrated in areas whose resources were already strained in providing for in-migrants.

A considerable part of the migrant flow consisted of retired persons, increasing in numbers and in affluence, who sought the warmer climates of Florida, Arizona, and California. A second and very important part consisted of highly trained young men and women, skilled in the new technologies, who were drawn to aerospace and electronic industries. These industries, handling few or no heavy materials, did not have to concentrate in ports or transportation centers or near mines or other sources of raw materials. Rather they were impelled to choose locations that helped them to attract skilled people - pleasant suburbs, resort areas, areas with outstanding cultural and research opportunities.

A third and tragically important part of the migration consisted of unskilled and semi-literate agricultural laborers, mostly Negro, Puerto Rican, or Mexican, made useless by the introduction of new machinery and chemical weedkillers and pesticides,and driven by the hundreds of thousands from the farms on which they had worked to become ill-adapted and almost helpless residents of the ghettoes of large northern core cities. The Negro rural population declined from 5,650,000 in 1950 to 5,057,000 in 1960, and has fallen even more sharply subsequently. The Negro urban population rose in the same period from 9,393,000 in 1950 to 13,792,000 in 1960, and has continued to rise rapidly. Even these figures conceal the full impact of the migration, for it was not to urban areas generally, but very specifically to the core cities of large northern and Pacific Coast states. The nonwhite population of Manhattan grew from 20.5% in 1950 to 25.1% in 1960. In Chicago the nonwhite population rose to 23.6%; in Los Angeles, to 16.8%. Baltimore, Cleveland, Detroit, Newark, Philadelphia, and St. Louis were more than 25% Negro in 1960; Washington was more than

50%. In all of these cities the Negro population has continued to grow rapidly.

The migration of displaced agricultural laborers to central cities of metropolitan areas was paralleled by a migration of more prosperous families from the central cities to the suburbs. In part this was the result of affluence, in part of a desire to avoid proximity to the new central-city residents, in part to a movement from central cities of businesses that were not compelled to be there and that were seeking pleasanter, cheaper, and more efficient locations. These parallel population movements produced a truly revolutionary change in the character of nearly all major cities, redefining the clientele of all their services, greatly increasing the demands for those services, and reducing or limiting the financial resources to support them.

The bare statistics convey little of the human reality represented by these vast movements of population. One needs to envision rather the generation of immediate postwar children, whose arrival at every stage of their growth, though known for years ahead, seemed always to catch society unprepared - the double shifts of schools, the inadequate buildings, the jammed libraries, the desperate scramble to get into inadequately enlarged colleges, the adult amazement at the mass, even the existence, of a teenage generation. The reality lay, too, in the dying areas of marginal hill farms and mountain coal-mining towns, where long unemployment and deadening poverty left the remaining population in a bleared and empty aimlessness, drifting confused and untrained into an unfamiliar time. It lay in the newly bulldozed acres of glistening suburbs in which tens of thousands of young families reared their children in brigades of uniform age, but in rootless communities in which all institutions had to be created anew. As the children were brigaded in the grandfatherless suburbs, so were the elderly brigaded in the childless retirement communities, dislodged at an age of slow adjustment from all that was familiar, confronting in affluent loneliness the emptiness of a rootless community of another kind. Perhaps most poignantly of all, the reality existed in the stark despair of the millions made useless on the farms and in mines; driven in blind hordes to cold and indifferent cities; there set apart by race and by peasant ignorance of city ways and city jobs; herded into festering and ill-served ghettoes; reduced to anarchy by the shattering of the network of personal, family, church, and occupational ties that had shaped their rural lives; plagued with unemployment, poverty, and the frustrated search for some door opening out into a hopeful future.

All of these millions, in different ways, needed new institutions to serve them: new in location, plant, resources, and staff and often radically new in orientation and purpose.

But if the clientele of libraries had undergone a great increase in numbers, a radical change in age distribution, and a vast churning across the land, the body of knowledge to be made available through libraries had been transformed with equal rapidity. Until the twentieth century the increase of knowledge had proceeded almost fortuitously, impelled by the curiosity of individuals rather than by the policy of governments or the programs of universities. Research began to play a central role in the functions of colleges and universities only gradually as the nineteenth century progressed; only in a few areas directly related to agriculture, mining, or defense had the state systematically devoted itself to the increase of knowledge, and then in only a very limited way. Though many businesses of the nineteenth and early twentieth centuries had been founded on or had profited by particular inventions and though a few, like General Electric in its relations with Steinmetz, systematically sought new inventions, none gave attention to the basic sciences and none devoted any substantial resources to advancing even the most immediately useful applied technology.

World War II changed this pattern in a revolutionary way. The demonstrated results of applying massive research and development funds to the achievement of predetermined objectives were overwhelming and reached their dramatic climax with the explosion of the atom bomb. Paced by government programs in the fields of defense and space exploration, the society as a whole devoted enormous sums in the postwar decades to scientific research and technical development. Fifteen billions of dollars was an average annual investment for these purposes. This was more than the entire gross national product of all but a few nations and more than that of the United States itself but a few decades ago. For the first time in the history of the world a nation deliberately mobilized all of its relevant resources to achieve radical and comprehensive technological innovation as rapidly as possible.

One consequence was an enormous and rpaid increase in the amount of recorded information produced, especially in the fields of physical and biological sciences, engineering, and medicine. The number of books published in these fields increased from 1,576 in 1940 to 4,933 in 1965; the number of journals rose proportionately. Even more of a problem in documentation was presented by the countless thousands of unpublished research reports in which many advances in science were recorded. The flood of new material that must be dealt with by any scholarly or technical library was revolutionary in its volume and complexity. Furthermore, wholly new levels of library resources had to be provided in universities, in government agencies, and in major corporations to sustain this research: highly focused libraries, providing intense and immediate coverage of specific areas of advancing knowledge.

But there were other and in the long-run even more important consequences for libraries deriving from this massive research and development effort. One was the immediate impact on the economy. Decades or generations might elapse in earlier centuries before the average man experienced in his daily life the consequences of a new scientific discovery. Copernicus and Galileo and Newton and Lavoisier and Darwin and Maxwell might discover as they would, yet the peasants and artisans of the world went about their work in age-old ways. But most of the billions of dollars spent in this area in every recent year has gone not into the inherently inexpensive endeavors of pure scientific research but into development - into the immediate application of the results of research to practical economic life. A new chemical with special properties is scarcely discovered before it is widely marketed as a herbicide, displacing thousands of agricultural laborers from their tasks of chopping weeds. The principles of a digital computer are devised, and within a decade hundreds of thousands of men and women are at work making, servicing, programming, and using these marvels.

In contrast to earlier days, when only a very small proportion of the population need be familiar with advanced scientific knowledge or its technological implications, now millions - even tens of millions - of men and women have to master in varying degrees aspects of the new knowledge. One result has been the necessity of extending post-high-school training to half or more of the youths of the country. More than five times as high a proportion of young people now receive college training as did before World War II. The proportion receiving postgraduate and professional training has increased even more dramatically.

A second result is that the corpus of knowledge that most men employ in their daily work is based on the changing technology and hence itself changes rapidly, requiring the frequent, indeed nearly continuous, retraining of professional, technical and managerial personnel, taking place on the job, through professional journals and books, in formal training programs, and through postgraduate courses.

As another consequence, the domination of the daily lives and occupations of the general public by the advanced technology has excluded from full participation in society those who do not share the technology. The untrained face dwindling job opportunities, increasing poverty in the midst of affluence, impotence in a world of enormous power. Their geographic displacement into large cities where they are disoriented and even more helpless has already been described. The enormous Federal expenditures undertaken to accelerate scientific and technical progress and to disseminate and apply the advanced technology have had the unintended result of stripping of their usefulness and place in society the millions who do not share in the command of this new technology. The more advanced our knowledge, and the wider the circle of those who participate in it, the more hopelessly frustrating is the lot of those who do not.

The most directly measurable impact on libraries arising from the combined effects of population changes and the growth and applicability of scientific and technical knowledge has come in the field of education. The most obvious development has been the increase in enrollments as a result of population growth and, as one goes up the educational ladder through high school, college, and professional and graduate schools, as a result of the higher proportion of the relevant age groups enrolled. The elementary school enrollment, public and private, increased from 21,100,000 in 1940 to 22,200,000 in 1950, 32,412,000 in 1960, and 35,100,000 in 1965. High school enrollment fluctuated from 7,100,000 in 1940 to 6,500,000 in 1950, 9,600,000 in 1960, and 13,000,000 in 1965. College and university enrollment went from 1,500,000 in 1940 to 2,700,000 in 1950, 3,200,000 in 1960, and 5,700,000 in 1965. Since students are by far the most intensive users of libraries in our population, these increases imposed a major additional workload on libraries.

The enrollment increase was not equally distributed, however. Enrollments in the states with a heavy outward migration of population (e.g., Arkansas, Mississippi, or West Virginia) increased little if at all, especially in the lower grades, and in many school districts declined. Conversely, the increases were disproportionately large in those states (like California, Arizona, and Florida) with heavy in-migrations. Suburban areas had enrollments that multiplied many times over. Correspondingly, white enrollment dropped precipitately in core northern cities, while Negro and Puerto Rican enrollments rose with almost equal speed.

It is further characteristic of this increase in enrollment that it has largely been absorbed in new institutions or in institutions radically transformed in size and objectives. Between 1955 and 1966, 758,459 new elementary and secondary classrooms were constructed. Since 1945, 315 new junior colleges and 278 new degree-granting institutions have been created. In addition, hundreds of institutions that had previously served as small colleges primarily for the training of elementary school teachers were transformed into general liberal arts colleges or even universities and doubled or tripled in size. As a result, only a very small part of the increase in college enrollment came in institutions with strong library resources. Most of the millions of additional college students were in institutions whose libraries were either very weak in relation to their new responsibilities or else were being created from the beginning.

Moreover, a high proportion of the new colleges were not built on rural or isolated campuses, but in urban areas; and most of their students lived at home rather than in dormitories. This was particularly true of the new junior and community colleges. A consequence was that the students relied on the resources of the nearest public library more than on the resources of the college library, which might be distant from the homes in which they studied.

But the changes in education were by no means numerical only. The surprise at the Russians' having anticipated us in space exploration dramatically supported those who in the ten years after the war had been complaining that American education was insufficiently demanding. Following the shock of the first sputnik in 1957, there was a national outcry for a greater emphasis on science, mathematics, and modern foreign languages. Reinforced by the National Defense Education Act of 1958, this demand led to a substantial broadening of the high school curriculum and a raising of standards.

Meanwhile, the curricula of colleges and universities were feeling the impact of the massive and organized support of scientific and technical research and the global extension of American interests. New departments and courses in area studies, in less-familiar languages, and in developing areas of science were created in hundreds of institutions, each asserting its demand for library resources.

Especially noteworthy was the increase in postgraduate enrollment. The number of institutions offering the Ph.D. degree increased from 98 in 1938 to 218 in 1964, and the number of doctoral degrees conferred rose in the same period from 3,290 in 1940 to 16,467 in 1965. The support of research at this level imposed incomparably heavier demands on libraries than the support of undergraduate instruction, and required the building up of dozens of major new research libraries and hundreds of specialized collections.

The increase in population and the explosive growth of science have expressed themselves not only in this radical and unprecedented expansion of our educational effort. They have also resulted in an enormous increase in the complexity of our social organization and hence of the processes of communication necessary to sustain it. As I endeavored to point out on an earlier occasion:

> Another consequence of the more complex organization of society rising from the wider and more elaborate use of the new technology is that the patterns of everybody's daily behavior are much more completely determined socially. Very many Americans work for very large corporations or governmental agencies with intricate internal organization, and the concept of the "organization man" as one whose whole life is determined by the necessities of adaptation to the corporate organism of which he is a part has become a cliche' of our current speech. Yet the social determination of the working activities of the self-employed or the worker for the small company is almost equally great. The individual owner of a small filling station is as definitely "fixed" in the vast pattern of the automotive industry and as dependent on its vagaries as the assembly-line worker at General Motors or the worker in the small independent plant that produces a single GM component on contract. The successful doctor or lawyer, though in private practice, plays a role in a vast network of people and institutions that serve our health or maintain the lawful patterns of our lives, to which he must adapt as much as the executive in an oil company. The truth is that it is our society itself that has become vast and interwoven and we must each fulfill his role in its intricate ecology whether working alone or as a corporate employee with thousands of fellows.
>
> It is pointless to deplore this more highly organized character of contemporary life. It is simply a fact that the enormous sources of power made available to us can be used only by a society with an extremely high degree of specialization of economic functions; it can only work with, as it were, a highly "orchestrated" performance. Anarchy and disorganization society cannot tolerate; the population has grown too large in relation to the resource base to be sustained except by continuous and well-organized activity. In modern wars the principal cause of death is likely to be not combat but starvation resulting from the disorganization of economic activity.
>
> It is obvious that for each person to perform usefully in so highly organized yet so fluid a society, he must receive a constant flow of information that will enable him to adapt his behavior to the changing requirements. In large part, this information consists of orders or instructions, like those to a locomotive engineer telling him at what hour and minute he is to

report at what terminal to take what train where. But even within large corporations, specific instructions have become less and less adequate to bring the activity of employees into the necessary pattern. Certainly they will be far less adequate in the future, as more and more jobs capable of being governed by fixed instructions will be taken over by machines. Increasingly the necessary coordination will be obtained by preparing the employee with sufficient training so that he has a high level of insight into the purposes of his work and will independently make the desired decisions when confronted with unforeseeable circumstances. This method of achieving social adaptation is most complete, of course, in respect to the self-employed professional like the doctor or lawyer. He receives no "orders," yet his long professional training, the careful implantation of professional ethics, and the steady flow through professional journals and meetings of new information means that members of the profession, confronted with a given situation - a contract to be drawn or an appendix to be removed - will respond to it in a more or less uniform or at least similar way and will discharge effectively the social role required of them. More and more it is by similar means that the more responsible employee within a large corporation fits his work to the corporation's needs.

This method of achieving social coordination is far more expensive of communication, and of communication of a higher order, than achieving coordination by instruction from above. It means that each participant in the common endeavor must understand the whole endeavor and be kept currently informed of the entire changing situation so that he can continuously make his own proper adaptation to it. And he must understand the purposes of the general enterprise and share its values to a degree that will impel him to make that adaptation. These needs will exist whether the enterprise that must be organized is a small business firm or the entire society. Such very large enterprises as our major corporations or the armed services have undertaken elaborate internal programs of training, indoctrination, and current information in order to achieve the higher level of coordination now required. In a precisely similar way society itself, to sustain its extremely complex present organization, needs and largely has achieved a massive flow of information whose principal purpose is to enable individuals to fit themselves meaningfully to society's needs and to achieve a sharing of values that will give them a common motivation.*

The principal burden of communication required to sustain the interconnectedness of contemporary society has, of course, fallen on the media of current information: newspapers, magazines, technical journals, broadcasts, and especially the less formal flow of data within organizations.

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*Dan Lacy, Freedom and Communications, 2nd ed. (Urbana, University of Illinois Press, 1961, 1965), pp. 18-20.

But no small part of it falls on public, professional, corporate, and college libraries as reservoirs of the information we all need to sustain our functions in relation to a complex, changing, and highly integrated society.

The devotion of enormous resources to research and development has also brought with it a surge of national power. This has manifested itself in ways that have the most serious consequences for our national future, and for that of civilization generally, and that impose heavy responsibilities on our means of communication generally and perhaps especially on libraries.

One of these consequences is that the United States Government has an unprecedented capacity to change the entire course of history. We are dramatically aware of this in connection with atomic weapons and their potential for global destruction. But it is almost equally true in other ways. The pace of American industry gulps natural resources at a destructive rate and pours forth pollutants that stain the air and rivers and lakes of a continent. For the first time men have a major capacity to alter for good or ill the whole natural environment within which they live. American power strides across the globe, and in the farther reaches of Asia American food and medicines save and American weapons kill. Medical skills can prolong human life and alter genetic inheritance. Satellites span the sky, and men may soon reach the moon. An abundance of goods pours forth that for the first time in history allows most of a nation to live in affluence. To an extent never before dreamed of, the human future, for good or ill, will be shaped by human decision. Our judgments of policy carry a burden of responsibility never before borne by human judgment.

At the same time that our burgeoning power has endowed our policy decisions with such awful importance, it has removed the grounds for their determination from our common experience. In the Depression of the 1930's one could understand unemployment: it was the common experience of ourselves and our friends and neighbors. In the same way the issues that were fought over in the Revolution and the Civil War, no matter how complex they were, lay for the most part within the daily ambit of responsible men. But now the facts crucial to our most critical policy decisions can be known by all but a few only at second-hand. In the course of our ordinary activities, who can gain knowledge of Vietnamese politics or the internal tensions of Communist China or the convolutions of Russian policy? Who knows from his own experience the facts on which to base decisions as to atomic arms control or the development of defensive missiles or economic aid to India?

In our political decisions we all react not to a real world of our own knowing, but to an envisioned world, an image of the world created in our minds by the media of communication in which we are immersed. It happens moreover that for most of the issues most crucial to us, the sources of that image, the information on which it must be based, are derived from or controlled by the Government. This is true with respect to many aspects of nuclear energy, especially as related to weaponry, to almost every aspect of national defense, and the more critical problems of international relations. Hence the task of forming an accurate image of a complex and distant problem about which we need to make a judgment is made doubly complex not only by its inherent difficulty but by the preponderant influence on the image of the very agencies of Government about whose activities we need to form an opinion. The implications for all our media of communication, including libraries, are obvious.

But if public judgment on public issues has become more difficult, it has also become more determinative. In earlier days of the republic, fundamentally important decisions were taken without substantial public participation and with a minimal pressure from public opinion. This was true of the Constitutional Convention, which met in secret, and the great diplomatic decisions of the early days of the nation, of which the general public was hardly aware. With the increasing effectiveness of the news media, it has become progressively easier to arouse a militant, if not necessarily well-informed, opinion on any issue, an opinion so powerful that it narrowly defines the freedom of choice of the Government. Today the politically possible choices of an Administration on such issues as the Vietnam War are straitly limited by what would be acceptable to a sensitized and clamorous public opinion. Our opinions, and hence the sources of information on which they are based, have become of crucial importance because the Government, in facing the decisions that quite literally determine life or death, can no longer be wiser than we are.

The constellation of social changes so sketchily described above has imposed enormous demands on all our means of disseminating information - to sustain the enlarged formal education programs, to keep fresh the knowledge and skills of all professionals, to operate our complex economy and society, to enforce our political decisions. And society has responded with an enormously increased machinery of communication. The role of the library has been affected both by the increased demands for the communication of information and by changes in the pattern of the other means of communication with which it shares the response to that demand.

The four postwar developments in communications having the most important implications for the library appear to be:

1. The creation and widespread distribution of inexpensive paperbound books.

2. The great growth of news magazines and their replacement of the newspaper as the dominant printed news medium.

3. The rise of television.

4. The development of a new technology in information storage, retrieval, and dissemination.

Paperbound books are an old invention, but their modern distribution through magazine sales channels was initiated in the late 1930's. An immediately promising development was inhibited by wartime limitations, but the manufacture of large quantities of paperbacks for Government use in the armed forces and in overseas distribution gave an opportunity to improve their physical production. The publishing industry was ready to go into paperbacks on a large scale as soon as the war ended and by the mid-1950's paperback publications had achieved a major nationwide position.

Initially emphasis was given the publication of popular informational books, light fiction, Westerns, and detective stories. It was found, however, that the public was ready to buy almost any good book in large quantities if inexpensively priced and soon most successful books were appearing in paperback within one to two years after their original appearance in hard covers.

Paperbounds initially were published by magazine companies, like Dell or Popular, or by companies, like Pocket Books, Bantam, or New American Library, that produced only mass-market paperbounds. In either case, they sought their market through national magazine distributors, through magazine wholesalers in individual marketing areas, and through newsstands, tobacco shops, railway and bus stations, supermarkets, and other retail outlets in which books had not been traditionally sold. In the mid-1950's traditional book publishers entered the paperback field with books that were printed in smaller editions, were somewhat better printed and bound, and were sold at higher prices in traditional bookstores. Initially the paperbounds produced by such publishers were aimed primarily at a college market and were rather formidably erudite.

As the years passed, the distinction between these two types of paperbacks became blurred. Mass-market paperbacks now reproduce the classics in millions of copies, seek out schools and colleges as a major market, and overlap in price those produced in more traditional patterns. The confluence of these two streams of paperbacks results in the issuance of about 8,000 titles a year, the availability in paper of about 45,000 works, and an annual sale of about 350,000,000 copies. Substantially all the world's standard literature now exists in inexpensive editions, together with an impressive proportion of standard historical, philosophical, and critical works and an array of basic surveys in all fields of science. Most popular new books appear in inexpensive editions within one to two years of their publication.

Though many libraries have made a significant use of paperbacks in their own services, the principal significance to them of the growth of paperbacks has been to provide an alternative means of access to books, thus relieving libraries of pressures to perform certain services. The two most obvious examples are the provision of light fiction, mysteries, and Westerns to the general public, and the provision of material for outside reading assignments by students. The convenient availability of recreational reading on the newsstands has lessened the demand on libraries to provide routine fiction. This is one of the factors that has tended to direct the function of the library away from recreation and toward information and study. It is reflected in the radical shift in the proportions of fiction and nonfiction circulation since the war and in the tendency of circulation figures to rise less rapidly than other measures of public library service.

The availability in inexpensive editions of standard literary and historical works not only has permitted their much wider use in teaching, but has relieved the college library in particular of the necessity of stocking and circulating dozens, sometimes a hundred or more, copies of each of numerous works assigned on class reading-lists, thus freeing staff and book funds for more extensive services.

Television and the rising dominance of news magazines have shared in two developments with major implications for libraries. One is the greater range, vividness, and immediacy of information available to the general public. The other is the centralization of sources of information and values. The weekly magazine with a substantial news content antedates even the Civil War, and the modern weekly news magazine is a product of the 1920's. But the real impact of the magazine as a national news medium had to await transportation and production developments of the postwar decades. For tens of millions of Americans by the mid nineteen-sixties three or four national news magazines had superseded the 2,500 different local newspapers as their principal printed source of national and international news.

Their coverage of news, especially of social, economic, cultural, and foreign events, was much more extensive and perceptive than that of all but a handful of daily papers. They helped to create on the part of tens of millions of Americans at least a superficial familiarity with categories of affairs of which previous generations had been almost entirely ignorant.

Perhaps even more significant was the fact that most Americans of high school education or better were now tending to look to national rather than local sources of news. It is true that the local newspapers had relied on national press associations as a central source of news, so that the same AP or UPI dispatch might be printed in hundreds of local newspapers. But the press service stories were narrowly factual and objective. Placement in the paper, headlines, "treatment," and editorial comment were all determined locally. The result was that people in different cities, and even those within individual cities that had competing newspapers, might receive quite divergent impressions of events or conditions. Today most Americans with high school or better education are likely to receive their impressions of national or international events from one of a very few sources, each presenting the news vividly and compellingly, few hesitating to editorialize heavily in its presentation, and all of which have substantially similar general concepts.

This trend toward the blanketing of the country by a penetrating and persuasive depiction of the current world emanating from a few closely similar national sources was enormously strengthened by the postwar development of television. The impact of this invention came suddenly in the postwar years when technical skills and materials were released. A considerable national network of television stations was in existence by 1950, and by 1955 the nation was blanketed. Widespread sale of sets followed: two-third of all homes had TV sets by 1955; nearly nine-tenths by 1960; and today more homes have television sets than have bathtubs or flush toilets.

Estimates of the amount of time the average American spends in front of his television set are probably unreliable, but they suggest that this activity - or inactivity - consumes more time than any other thing that Americans do except for sleep and their jobs. Three networks provide almost all of this bath of communication in which we are immersed - three networks almost indistinguishable in general outlook and character - and only in larger cities does a resident typically have even this range of choice. Television, even more than the news magazines, means that one nearly uniform image of the world is created for us, and that it is immediate, vivid, and compelling.

Television has affected libraries in many ways. It has become the predominaant leisure-time activity of Americans, and its impact on reading was widely feared at first. The time devoted to TV has been taken primarily from radio-listening, movie-going, and simple idleness; but some of it, no doubt, has indeed come from reading. The reading displaced by television was probably of a very light, recreational charcter: murderers and cattle-rustlers have been pursued across the cathode-ray tube rather than across the page. Television has joined with paperbounds in diminishing the importance of the library as a center for light recreation, freeing its resources to respond to demands for information and to other needs not readily served by the newsstand or the television set.

Television on the other hand has undoubtedly done a great deal to stimulate these more-demanding calls on the library. Viewers by the tens of millions have seen with their own eyes glimpses of war in Korea, the Middle East, and Vietnam; racial confrontations in the South and in northern ghettoes; the spoilage of rivers and lakes and forests, the takeoff of space flights; the new wonders of science; indeed the whole range of changes and problems with which we are confronted. They have seen political conventions in session and come into intimate contact with hundreds of candidates for office. A consequence has been a far greater awareness of and concern for events beyond the daily lives of individuals than we have ever known. This is reflected in the much higher proportion of citizens voting than in pretelevision days, in the intensity of public opinion, and (in a degree relatively pitifully small but absolutely quite large) in the stimulation of further serious inquiry that brings citizens to the library. Some libraries themselves have made a moderately effective use of television as a means of informing the public of the library's resources and promoting their use.

But the more profound implication for the library lies in the transformation of the communications environment within which we all live. The net effect of all the social and technological innovations of the last generation has been not only enormously to increase the quantity of information disseminated and the number of people reached but also enormously to increase the power and influence of the communicators. Primitive forms of communication tend to be one-to-one - the face-to-face dialogue, the personal letter - and some modern technological devices, e.g., the telephone, continue to serve this sort of personal communication. But in general every technical or social advance in communication, from the invention of printing onward, has tended to amplify the power of the speaker, to make it possible for him to reach a larger and larger audience. The ratio of listeners to one speaker, of readers to one writer, has been astronomically increased by the latest generation of social and technical communications, which have at the same time made possible a more vivid and compelling presentation than was ever possible with earlier means. The author who could reach hundreds in the days before printing could reach thousands after Gutenberg, hundreds of thousands after the invention of the steam-powered press and machine-produced paper, and millions with paperback and modern book-publishing techniques. Until our century a speaker could not be heard beyond the natural range of his voice, and an audience of a few thousand was enormous. First radio and then television have given him access to audiences that easily number in the tens of millions. And they have offered an immediacy that print cannot give, an immediacy heightened in the case of television by a sense of visual, personal presence.

Mass publishing, motion pictures, and network radio and television have combined to create the typical pattern of communication of our generation, which links single sources of information or ideas with audiences of millions or tens of millions, and in which communicators can utilize all the resources of sound and image to create a persuasive illusion of immediate, even intimate, contact. The number of speakers who can gain access to this enormously powerful instrument is limited by its nature - anyone can talk to his friends or write a letter; almost anyone has a change, if he seeks it, to address a group face to face; many can speak over local radio stations or write letters to the editor of the local newspaper. But obviously only a handful of men can gain access, or choose those who have access, to the microphones, cameras, and presses of the truly mass media. While the number of communicators is severely restricted by the new technology, the power granted to the centers of communication is enormous and unprecedented. There has never been anything remotely like it before in human history.

Almost alone among the devices of our society in reversing this ratio, in linking the single reader or listener or seeker to a myriad of sources of information and ideas and inspirations among which he can choose rather than linking the single voice or image to an audience of millions, is the library. It is our one major communications device that deals with an audience as individuals and communicators as a collection rather than the other way about. As such, it is the specific complement of the mass media.

This is by no means a theoretic consideration. In the exceptionally complex and elusive reality that we confront in Vietnam, for example, we are all necessarily dependent on a reflected image of the actualities of that distant land in arriving at our views of public policy. For most Americans that image is shaped primarily by network television and a few national magazines and in less degree by the more pallid press association reports. There may be no conscious bias in any of these media, yet at best they can present only a superficial depiction of a most complex actuality. And the picture they present will be heavily influenced by the view of reality held by the Government, which, of course, the Government hopes all will share. Statements of high officers of the Government are in themselves newsworthy and have ready access to the mass media, and the Government is usually the most authoritative and often the only source of facts. Hence, though there may be debate, even heated controversy, over how to respond to the situation in Vietnam, or rather to the image of that situation shared by most Americans, there is little difference about the image itself. The framework within which the problem is conceived is fixed.

Shallow and superficial though the mass-media-created image may be, it is vividly implanted. It would be most difficult for any Administration to alter course and respond to any conception of the Vietnam reality radically different from that now commonly accepted. And quite apart from the rightness or wrongness of any conception of the Vietnam reality or of any comparable situation, no conception of it that has been given currency by the mass media can avoid being an oversimplification. There is an almost inescapable tendency to overreact in one way or another to an image that has been oversimplified from reality in one way or another.

It is, of course, idyllic to assume that all, or most, or even many of those whose views have been shaped on the simple and uniform pattern of the mass media will resort to the library for extensive reading to amplify and correct and provide detail for their image of world affairs. And certainly if even one percent of those who read about Vietnam in Time or see it discussed on TV were to call on libraries for more serious books on the subject, library service would collapse under the burden. Some dozens of books have been published on Vietnam in the last few years, several of them excellent. Yet very few indeed have sold more than 15,000 copies and most fewer than 5,000. To serve more than 100,000,000 adults, I would guess, there are probably no more than ten or fifteen thousand copies of significant books on Vietnam in American public libraries - hardly more than enough to lend a copy to every ten thousandth adult.

But it is extremely important that the library be available and be greatly strengthened to offer its diversity to the lone inquirer, to the small but leavening number who will seek to shape a more valid image of the realities we must encounter, the writers, the speakers, the leaders who will guide our nation's response. And with every further and inevitable strengthening of the mass media, this will be yet more necessary.

The final set of changes in the communications media that have major implications for the library is the development of new technologies in recording, storing, retrieving, and reproducing documents and the information they contain. So dazzling is this new technology that it has led to predictions that the traditional library will be replaced by new kinds of information systems operating independently of the library, or that it will itself be transformed into a very different kind of institution. Prophets of the library of the future have envisioned its holdings as embodied in microforms, in tapes, or in the memory cores of computers. They have assumed that its users will communicate, by dialing or similar devices, the identification number of the document and perhaps of the page or passage they wished to consult, or the subject on which they want information, or perhaps even the question to which they want an answer. The library, operating through computers, would display on cathode ray tubes or printout the desired information or passages or references in consoles at the library itself or at remote terminals in a home or office or study or laboratory. Connections among libraries would enable a user of one to draw on the resources of all of those so linked.

The technology for such miracles is indeed for the most part available. The microreproduction of documents can be carried to incredible degrees. The memory capacity of computers has been enormously increased, and immediate access to any part of the memory without awaiting the relatively slow scanning of tapes has been made possible. Cathode ray display and almost instant hard-copy reproduction, even at a great distance, is now within our technical capacity. Great ingenuity has been shown in developing systems for indexing documents and for identifying them or portions of them in terms of subject or other characteristics so that they can be instantly retrieved when the proper clues are provided.

Another study will describe in detail the new technology available for library and related purposes and no attempt will be made to do so here. It is not inappropriate, however, to consider in the present study some of the broader implications for the library of the new communications technology as one of the major transforming forces in our society.

Probably the most widely discussed potential impact - the transformation of collections into microform or digital computer memories and the use of computer technology for retrieval - will probably be the least significant and the least likely to occur on a large scale. Assumptions that such a transformation will occur are likely to ignore or give insufficient weight to three considerations. One is that a majority of users of most libraries are not seeking specific information or specific brief passages but rather the opportunity to read a text at leisure, whenever they choose, in attractive and portable format capable of being read without access to special equipment. Service to this majority of readers will require that most of the holdings of most libraries will need to be retained in more or less conventional forms capable of being removed and read elsewhere, even if the same holdings are also incorporated in an information storage and retrieval system. This will mean that the cost of transforming the collections into newer formats is usually an addition to, rather than a replacement of, other costs, thus eliminating the economies that might be hoped for.

Another is that the major part of the task of finding desired documents or facts is now accomplished by casual visual inspection - by browsing, that is - on the part of the user or the library staff. Any system that makes a collection of documents inaccessible for this sort of inspection enormously increases the task of subject analysis, indexing, and bibliographical control necessary for its effective use. For example, a secretary or file clerk can make do with rather inefficient and disorderly files so long as she can hunt through them herself; but if they are to be microfilmed, the most careful arrangement, insertions of heading, and indexing is necessary to retain their utility. Since the cost of such controls, even at their simplest, is normally the principal cost of administering a collection, any further increase is likely to far more than offset any possible savings in costs through reduction to a more easily stored form.

Finally, the principal benefit that the typical user wants from an information retrieval system is not assurance that it has identified and included all the documents that may relate to his interests, but rather assurance that it has excluded all documents except the minimum necessary to serve his purposes. The swift and feebleminded patience of the computer is perfectly adapted to searching a collection of documents and identifying all those that have certain predesignated characteristics, thus assuring the inquirer (if the cataloging has been thoroughly done) that he knows about everything in the collection in any way relating to his subject. But this very undiscriminating thoroughness assures that the computer will dredge up in the process vast quantities of only superficially or nominally relevant junk. Narrowing the search is achieved by multiplying the number of "descriptors" (terms used to define more precisely the kind of documents sought). Even when this technique is carried to its maximum practical limits, it is characteristic of computer-based information retrieval systems that they tend to overwhelm the inquirer with unusable masses of repetitious citations or data.

To date, such systems have usually been applied to very limited bodies of documents (rarely more than 100,000 and usually much fewer) of relatively homogeneous content that are available to a small class of users, all of whom are experienced in the techniques of computer search. If such systems were to be developed in order to embrace documents numbered in the tens or hundreds of millions rather than tens of thousands, covering an infinite range of subjects, and used by an unlimited body of inquirers seeking unpredictable combinations of information in unpredictable ways, the problems would almost certainly become not only vastly larger, but of an altogether different kind. In particular, the propensity of automated retrieval systems to retrieve comprehensively and undiscriminatingly would become an uncontrollable disaster. Imagine the problem of devising limiting descriptors that would yield from the holdings of the Library of Congress appropriate citations and data for a student doing a thesis on Lincoln's foreign policy, or on the second day of the Battle of Gettysburg, or even for an inquirer who wanted to know something as simple as the date of Lincoln's death!

But, if the computer is most unlikely to replace the traditional library, it and other creatures of the new technology will nevertheless affect the library's functions in many important ways. One is in the daily conduct of business. It seems quite clear that it will be possible to devise systems that will enable the library's acquisitions, cataloging, circulation, inventory, and statistical work to be automated with important increases in efficiency, and that these systems if compatible among libraries, as they will surely be, can contribute greatly to the ease of centralized cataloging and bibliography control with important savings for all. Similarly, as facsimile transmission becomes cheaper, it may replace many interlibrary loans, and make rare holdings in central libraries much more accessible.

Less directly, the new technology will greatly amplify the range of research capability in organizing and making inductions from masses of raw data. This may make tractable for research purposes manuscript collections, census returns, ephemeral publications, and other materials now rarely used; and in other ways may impose demands on research libraries that cannot now be easily anticipated.

Perhaps the most important consequence for libraries of the new information technology is that its use in Government and in business makes it possible to organize and administer programs of an otherwise impossible complexity. The balance between littleness and bigness has been markedly shifted by the computer. Hitherto the obvious efficiencies of large-scale operation have been offset by the cost and the cumbersomeness of large-scale administrative overhead, with the result that maximum efficiency in any undertaking has been achieved at some median point of size. Computer technology can lower the cost and greatly improve the effectiveness of large-scale operation, placing the point of maximum efficiency much higher on the scale of complexity.

Every increase in the complexity of society, in turn, multiplies the creation and the consumption of information, placing new demands on all media of communication including libraries. The larger corporations, the more extensive technological enterprises, the vaster Governmental operations, the more complex and sophisticated social interrelations generally will all produce and use great quantities of documents and will require a higher level of information and understanding on the part of participants in society generally.

Finally, it should be pointed out that many of the difficulties and obstacles earlier referred to that lie in the way of a more extensive use of computers for the actual storage and retrieval of information (as distinguished from bibliographical control) derive from the fact that we are trying to transform into computer-usable form information originally expressed in ways and in physical forms essentially incompatible with the computer. In part this is a matter of simple physical format - it is enormously, indeed prohibitively, expensive to incorporate texts into a computer manually by keyboarding or punch-card devices. Optical scanners might be able to perform this task economically, but they are likely to be defeated by the enormous variety of type faces, ideographs, formulae, symbols, graphs, etc., used in texts prepared for other purposes with no thought of their use in an optical scanner.

In part the difficulty relates to the physical form of symbols used. Western languages are recorded in alphabets in ways intended to suggest the pronunciation of each word. Some Oriental languages are expressed ideographs not associated with spoken words but, originally at least, with the appearance of the object or act referred to. The incompatibility of these two systems impedes East-West communication; observe, for example, the difficulties in the input of Chinese ideographs into a typewriter or linotype machine conceived for alphabetic language. Quite similarly, both alphabetic and ideographic systems are incompatible with efficient computer input, which needs no suggestions of pronunciation or appearance and cannot without waste incorporate the excess baggage of symbolic devices used for these purposes in writing and printing.

In part the difficulties are more fundamental. Speech, including its written recording, relates to the reality to which it refers in the same way the human mind does. It is ambiguous and imprecise, metaphorical and suggestive, laden with emotional overtones, implicative and connotative rather than explicit and denotative. In other words, it describes not reality but the human apperception of reality. The literal-minded computer is at a loss in understanding and handling this essentially poetic instrument. It needs symbols that mean one thing and one thing only, that do not change their meanings, and that are each the only symbol used for the particular referent. The need for this sort of language was not born with computers: it accounts for the special languages of the sciences and professions; the

Latin names for plants and animals; the Latin and Greek terminology of medicine; the symbols of mathematics and logic. But the computer makes the need acute: it cannot deal with the living human being who has a bank account, or even efficiently with the spelled-out name that identifies him, but only with a unique number that identifies one account and one account only. It cannot efficiently translate from one language to another when neither has the qualities of precision, stability, and a compatible set of one-to-one relations with the same aspects of reality.

Many of the inefficiencies of the computer for data storage and retrieval systems arise from its having to deal with data that have already been expressed in ways suited to conventional language and unsuited to the computer. It will realize its true efficiency only when dealing with data expressed from the beginning in appropriate form. This is increasingly the case now. By substituting numerical symbols for words, all sorts of transactions can be recorded, analyzed, and recalled and the recordings transmitted entirely within a computer system. Only specialized kinds of information, susceptible to this degree of abstraction, can be handled in this way. But for those kinds of information we will increasingly skip the whole process of inefficient recording in the written or printed symbols for human speech and will use the computer directly.

Hence the future will see increasingly enormous banks of data (like census returns), embodied from the beginning in computers and not input at second hand from printed documents. The custody of these data banks is a librarylike function and one of rapidly increasing importance; whether it can more effectively be performed by libraries or by more specialized institutions will depend in part upon the degree to which a computer capacity will have been developed by libraries for administration, cataloging, and bibliographic purposes.

This swift review has endeavored to describe the recent social changes that have defined the principal responsibilities of libraries today and shaped the context within which libraries operate. Perhaps five principal responsibilities emerge:

1. To support formal education, from prekindergarten through graduate and professional schools.

2. To sustain the increasingly complex operations of the Government and the economy of the country.

3. To provide opportunities for continuing self-education and retraining.

4. To play a role in the reintegration into the society of groups now largely isolated and excluded by their lacks in education and training.

5. To provide resources for an informed public opinion and for personal cultural and intellectual growth and individuation.

Most of the trends described in earlier sections of this report will undoubtedly continue through the foreseeable future, and their impact on the library will simply be emphasized rather than altered. There are certain developments, however, that will be new or will take a somewhat new direction.

One is the reversal of the trend toward an annually increasing number of births. From a peak level of about 4,300,000 births annually from 1957 through 1961, the number has declined annually, with increasing speed, to 3,806,000 in 1965 and 3,629,000 in 1966. Beginning in 1968, this will be reflected in a decline in the number of children entering the first grade. Over the following eight years, to 1976, the number of elementary school students enrolled will first level off and then significantly decline. The decline in births will, however, be reversed as the children of the postwar decade mature to parenthood, and by the end of the 1970's, this counterdevelopment will have reversed the trend and elementary school enrollments will again be moving up.

For the decade of the 1970's, however, we shall have a breathing spell in the race to provide elementary school facilities. This does not necessarily mean a lessening in the need for better library resources in the elementary school. On the contrary, the pressures for better, more comprehensive, and more individualized instruction at the elementary school level are reasonably certain to do far more than offset the leveling-off and eventual temporary decline in enrollments. Indeed the relief from the pressure of new buildings and of shortages of professional personnel should make it possible to achieve goals of elementary school library service that are now unattainable.

The impact of birth-rate changes on the high school will be delayed. It will be 1976 before the number of children reaching high-school-entering age will begin to decline, and near the end of the decade before the total number of high-school-age students reverses its present growth. Meanwhile, for a number of years to come there will continue to be a rapid growth in secondary school enrollments, augmented by a probable further increase in the already extremely high proportion of high-school-age persons who are actually enrolled.

No such leveling-off of college enrollments is in early prospect. Through the 1970's the number of youths of college-entering age will continue to increase from year to year, and there is every reason to suppose that the proportion of them participating in post-high-school education will continue its marked increase. It is quite probable that by the late 1970's we shall have at least 10,000,000 students pursuing formal education after high school. A considerable part of this enormous force, however, will probably be enrolled in technical schools of a variety of sorts, and there will probably not be a proportionate increase in traditional formal college education.

Over the next decade the postwar population boom and the revolutionary educational developments of the last two decades will for the first time have their effect on the makeup of the adult population. Between 1967 and 1977, the first children of the postwar era - about forty million of them - will become adults. They will be adults whose whole life experience will be radically different from that of earlier generations. In particular, they will be far better educated and culturally far more sophisticated than any earlier generation. About fifteen million of them will have been to college. A decade hence, the number of college-educated men and women in their twenties in this country will be twice as great as the entire population of Sweden.

The comingOof-age of this generation will have a vast impact on the American cultural world. In literature, music, art, ballet, and theater there has already been a surge of audience growth, even when the educated adult population was growing only slowly. The sudden influx of these millions of sophisticated young people will enormously increase the audience for higher-level cultural experiences and will elevate and enlarge the demands on public libraries.

Meanwhile, the swift movement toward a highly technical, science-based society will not only continue, but will be accelerated. The consumption of scientific, technical, and professional information in the society will be enormous. The needs for library resources for the administration of Government agencies and corporations and for the practice of professions will continue to grow. So will the need for access to libraries' resources for continuing self-education. The shift from activities governed by habit and word-of-mouth communication to activities involving the use of print and other formal media of communication will be even more pronounced.

But the continued emphasis of high-level training and extensive reliance on complex written materials will make all the more complete and oppressive the exclusion of the uneducated and semi-literates from full participation in society. Perhaps the most dramatic of all the probable developments of the next decade relating to libraries and to educational institutions and services generally will arise from necessity of grappling really seriously with the problem thus presented.

We have already become painfully aware of the existence of quite literally tens of millions of such men and women and children as they have been dislodged from the plantations and farms of the South, the mines of Appalachia, the sugar plantations of Puerto Rico, and similar areas where their poverty had been hidden and their labor had value that gave them a social function. Palliative welfare appropriations have been made, a beginning recognition of special education needs has come with the enactment of the Elementary and Secondary Education Act of 1965, and there have been some experiments in adapting libraries to the special needs of this group.

To date, however, the efforts to integrate the excluded poor, whether white or Negro, into the advancing technological society have been small and feeble. The situation in the larger northern core cities has continued to disintegrate into a more-frightening chaos. Almost certainly in the coming decade far more large-scale efforts will be made to achieve this integration as the present situation becomes totally intolerable.

This will require not only more money, but a rather radical redesign of some of our social institutions and programs. Our educational system, broadly defined to include libraries, has always assumed the continuing existence of a large class of workers having limited need for literacy. Until the latter nineteenth century we were quite content that almost all Negroes and many whites should be totally unschooled. Even after universal education, at least through the elementary school level, became a uniformly accepted and usually achieved goal, there was no serious commitment to give the entire population training that could enable them to play skilled roles in the developing technological society. Indeed, there was an active opposition to education for the "lower" classes, especially for Negroes, that might make them dissatisfied with the performance of unskilled labor for meager pay.

Library services and educational opportunities above the elementary school level that were available to the unskilled laboring classes were intended to provide exceptional youths with the opportunity to escape from that class. They continued to represent the values, the vocabularies, the attitudes, of the cultured classes. A Negro or immigrant child who learned the Latin and algebra of the high school and went on to college, who found in the library an opening door to a world of the highly literate mind, left his own cultural environment and joined another. He left his cultural home to join the more-privileged world; the educated society did not reach out to encompass him. The children with whom he grew up mostly stayed where they were. The society of the time, through its schools and libraries, had no intention of transforming the great class of illiterate or semiliterate, ill-paid workers, for whom society had a great need; indeed any effort to elevate this whole class of workingmen would have met active social resistance.

Now the whole problem has changed. The function of schools and libraries can no longer be to provide a ladder by which bright and ambitious "lower-class" youths can climb out into the middle class. They need to be instruments to transform the whole class itself, since society no longer has a need or a role for unskilled labor. This means that these institutions can no longer merely passively offer the vocabulary and skills and values of the educated class to those willing to adopt them. It means that these institutions themselves, on a massive scale, must enter into the lives and relate to the values of the whole population that has hitherto lived beyond their scope. This will present a profound challenge to all social service agencies in areas of poverty, including libraries. The changes in core-city school and public libraries over the next decade will need to be quite radical in character.

The total impact of the rapid and massive sweep of social change within which we live will obviously be to increase the nation's quantitative demand for library services at all levels. But, more importantly, it will be to give weight to the seriousness of that demand. As our society becomes increasingly information-based, as the mastery of complex bodies of information becomes more essential to every aspect of its management, and indeed to individual functioning within that society, the library will become a more essential operating component of society. From an institution with rather general educational, cultural, and recreational aims, which functions, however worthily, somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns.

The greater seriousness, the greater centrality, of the library's role will justify, indeed will require, a much larger public support. But it will also impose a much heavier responsibility upon libraries and the library profession: a responsibility to use the new technology wherever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express in daily operations a keen and pervasive sense of the library's enlarged social commitment.

APPENDIX

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE UNITED STATES, 1955-75

PART I

The principal components of social change with which we will try to deal are those which have had significant effect on all aspects of American life since 1955. Our task is to gauge the extent of their effect on libraries of all types in terms of both stresses and accommodations to them, and to try to project orderly responses through 1975. The "stresses" are outlined below:

1. Population

Huge increase in birth rate since World War II (lately manifested as school and college "bulge," now apparent in graduate schools and new family formation and births);

abnormal shortage of those born in the 1930's, whose ranks must provide professionals to serve the needs of postwar populations;

mobility (one in five American families moves every year);

migration from rural to urban centers;

migration of middle-class families from core cities to suburbs;

more older and retired people living longer.

2. Educational Patterns

Prolongation of education;

the broadening of the curriculum to include new areas of study (e.g., Slavic, Asian and Middle Eastern studies, new sciences, exotic languages);

greater emphasis on reading and independent study;

the evolution of the noncampus college, the increase of commuting students;

the large number of new institutions requiring libraries created from scratch;

vastly increased number of students attending college, and graduate and professional school;

increase in continuing adult educational and vocational training.

3. Occupational Patterns

Drastic decrease in employment available to semi-literate and illiterate;

radical decline in demand for common labor in agriculture;

shorter working hours in gainful employment;

skill obsolescence and the necessity for special effort to maintain skills in rapidly changing occupations;

3. Occupational Patterns (cont.)

more women working (during and after marriage and motherhood);

great increase in positions requiring advanced professional and technical retraining.

4. Patterns of Research and Knowledge Development

The consequences of massively supported and organized research;

the geometric increase in the quantity of recorded knowledge;

multiplication of sites at which advanced research is carried on;

the proliferation of disciplines and subdisciplines;

the increasing number of areas and societies producing documentation;

rapid social exploitation of results of research, requiring prompt dissemination to a very wide audience of technicians and administrators who will use the new knowledge.

5. Political Patterns

The growing complexity and importance of public issues, and the growing remoteness of public issues from the first-hand experience of citizens;

the more active involvement of citizens;

the greatly increased power of public opinion over public policy and hence the greatly increased importance of an informed public opinion;

increased interaction between American and other societies;

the dependence of equal opportunity upon equal access to information, and the growing role of the federal government in equalizing access;

the increasingly important role of the government in research, collection of data and dissemination of information on critical subjects, and hence the importance of countervailing sources of information and evaluation;

the evolution of interstate compacts and other regional arrangements aimed at consolidating services for sprawling jurisdictions.

6. Special Social and Philosophical Considerations

The integration into a highly literate, technologically skilled, complex urban society of a mass of semi-literate, poorly educated, socially simple, rural laborers no longer needed in agriculture, especially when sharp socio-economic differences are paralleled by racial differences and prejudices;

philosophical disorientation resulting from a loss of credibility of earlier views of reality and value systems (largely as a result of new scientific insights);

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE U. S., 1955-75 (Part I cont.)

6. Special Social and Philosophical Considerations (cont.)

loss of effectiveness of tradition-transmitting, face-to-face institutions (family, church) and hence the greater role of impersonal media in value formation;

danger of imposition of the values served by the mass media and the concomitant importance of preserving and strengthening those media of communication (like the library) that aid individuals in forming their own values and strengthening individual autonomy and responsibility;

endangered privacy, the "mechanical man" syndrome and the broad appeal (especially to the young) of the "drop out," "cop out" response;

the need to provide massive compensatory facilities, opportunities and services for those who need them while maintaining skill, educational and other standards.

7. Changes in Communications and Documentation

Availability of books through a wide variety of channels other than libraries (paperbacks, book clubs, bookstores, etc.);

the dominance of media oriented toward the source (i.e., broadcasting or mass-circulation magazines, which provide an audience of millions for a single speaker or writer) and the need for a countervailing force or medium oriented toward the user (i.e., the library assembles thousands of writers for a single reader);

the instant and constant impact of TV on the American family and its habits;

the implications for the library of developments in documentation technology (to be considered in detail in other studies and here viewed only as a social force affecting the library's role);

rising expectations of the "have nots" through exposure via TV to how the "other half" lives.

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE U. S., 1955-75 (Part I cont.)

Singly and in combination, the social factors herewith enclosed (Part I) have been felt and will be felt in the foreseeable future in some degree by all types of libraries.

Some of these factors present themselves as almost unbearable strains and pressures; they will not be denied and their effect on a library's daily operations may be immediate and major.

Others of the factors present themselves more subtly as opportunities or challenges; the effect of these, depending upon whether librarians deny or accept them, may be even more far-reaching for the future of libraries and for the larger society. With such factors it is likely that we must insure that they *do* in fact have a strong effect upon libraries and *libraries upon them*.

Some examples of factors which have had major effects which must be met:

Huge increase in postwar birth rate and big new generation now being born to the postwar babies, *coupled with* abnormal shortage of those born in the 1930's = not enough people educated and ready now to be librarians, while people clamor to be served.

Migration of middle-class white families to suburbs, *coupled with* migration from rural to urban centers (largely poor, nonwhite) = shrinking tax base in the cities (with less money for libraries partly because there is less money for public services, and partly because budgets are often tied to circulation and the new populations don't use libraries much as yet) *plus* that those who can be encouraged to use the libraries need new kinds of materials and programs for which there is seldom enough money, staff or experience.

Massively supported research, which has resulted in the geometric increase in the quantity of recorded knowledge, *coupled with* the multiplication of sites for research (and more technology spread out over the country) = chaos, without development of systems, shared resources available everywhere and automated retrieval.

Greater emphasis on independent reading and study, *coupled with* jobs requiring advanced professional and technical training, *coupled with* the evolution of the noncampus college, the increase of the commuting student (who goes home at night to do his studying) and *coupled with* more students attending colleges which are starting from scratch without a library = a short circuit and a blown fuse at the local community library which has no room for anybody but students!

And so on. Quite enough, it might seem, without even acknowledging library responsibility for responding to some of the subtler societal stresses, like:

Endangered privacy, undeveloped intellectuality, the "mechanical man" syndrome and the broad appeal of the "drop out," "cop out" response;

the imposition of the values served by the mass media, and the need to offer alternative sources that aid individuals in forming values and judgments;

the power of public opinion over public-policy formation;

the need to provide compensatory facilities, opportunities and services to a huge mass of people who do not even now want them, while helping others to maintain skill, educational and other standards.

In the long run, libraries could perhaps be better known for how fully they allow themselves to engage in and act upon the subtler stresses afflicting the society rather than for how quickly and completely they solved the more visible problems to their satisfaction.

Attached to this background material is Part II, a questionnaire composed of multiple choice and some narrative reply questions.

You will note that questions are asked in terms of "your" library, although we know that some of you whose opinions we most urgently seek are not now responsible for the day-to-day administration of a single library. We hope that those of you who are in library schools or state library agencies can answer most of the questions in terms of your overview of many libraries and your cumulative experience. Those that you cannot answer, just skip or make an educated estimate based upon a library you know well.

We ask that you fill in the questionnaire (Part II) and return it to us by September 25th. Thank you.

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE UNITED STATES, 1955-75

Please be sure to fill in the following information and return this sheet attached to Part II - the Questionnaire.

Name ....

Address ....

....

Position ....

Type of library providing primary frame of reference for your replies:

Public______ local______ county______ regional______ state extension______

School______ elementary______ junior high______ high school______

Higher Education_____ public community college_____ private junior college_____

technical school_____ undergraduate four-year college_____ extension_____

graduate program_____

Other (please explain)____

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE UNITED STATES, 1955-75

PART II - QUESTIONNAIRE

(All comparisons called for refer to changes within the past decade or since 1955.)

A. User Considerations

1. Has there been a change in the size of the population in your service area?

   it has grown______ it has declined______ it has stayed about the same______

   Approximately, what is the percentage of change? 10%_____ 25%_____ 50%_____ 75% or more_____

2. About what percentage of the present population of your service area are either registered borrowers or library users (for reference, film programs, etc.)?

   10%______ 25%______ 40%______ 50% or more______

3. Is this percentage higher____ lower____ than in 1955? By about what percent?____

4. Whether or not there has been growth in library usage, has there been some shift in use of library facilities and service patterns? yes______ no______

5. Which facilities are being more or less used by your present clientele than in the past?

	more	less		more	less
main or central library	____	____	deposit station or drop (in factory, adult ed. center or dormitory)	____	____
branch	____	____	resource center (school, college)	____	____
bookmobile	____	____	other______________________________		
study center	____	____			

6. Has there been a change in the character of the clientele you now serve as compared with 1955? Please explain nature of change. (For example, more lower-class low-income users, fewer businessmen, more preschoolers, etc.)

7. Library use patterns may be changing in terms of segments of the total library user population. We are interested in knowing what some of these changes might be.

	Young People			Women			Men			Older People		
	more	less	same	more	less	same	more	less	same	more	less	same
frequency of use	____	____	____	____	____	____	____	____	____	____	____	____
number of books	____	____	____	____	____	____	____	____	____	____	____	____
fiction	____	____	____	____	____	____	____	____	____	____	____	____
reference use	____	____	____	____	____	____	____	____	____	____	____	____
periodicals	____	____	____	____	____	____	____	____	____	____	____	____
paperbacks	____	____	____	____	____	____	____	____	____	____	____	____
records & tapes	____	____	____	____	____	____	____	____	____	____	____	____
recreation & info. programs	____	____	____	____	____	____	____	____	____	____	____	____
other	______________________________											

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE U. S., 1955-75 (PART II cont.)

A. User Considerations (cont.)

8. Taken as a whole, would you characterize your present clientele as:

more purposeful______ less purposeful______ in the use of the library
more cultured________ less cultured________
better educated______ less well educated______
more at home in the library______ less at home in the library______
other____

9. Do you feel that your library has responded quickly enough and fully enough to the needs of the disadvantaged? yes______ no______

children______ young adults______ men______ women______
older and retired______ entire families_____

10. Do you feel that you have made progress since 1955 in making the library and all its services and facilities more "user-oriented"? yes______ no______

What steps are you now taking to make it easier for people to use the library's materials and services on their terms and at their convenience?

cut complex routines______ longer open hours______ more evening hours_______
taking resources and services where people are_____
other____

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE U. S., 1955-75 (Part II cont.)

B. Program and Services

1. What do you think has happened to libraries' cultural, self-renewal and recreational functions? (including school and college libraries)

   unchanged yes_______ no_______
   improved yes_______ no_______
   have not kept pace with information functions yes_______ no_______

2. Do you believe that these functions will_______ will not_______ gain in importance in the decade ahead, as material needs are met and education generally is upgraded?

3. Has there been any change in the past decade in your (and your staff's) philosophy of program and service? yes_______ no_______

   How would you characterize this change? ____________________________________

4. Has there been an increase in indirect services, what one might call "outreach programs" involving other agencies? yes_______ no_______

   If so, what kind? health and welfare________ anti-poverty________
   employment_______ adult education_______ other______________________________

5. Has there been an increase_______ decrease_______ in the number of individuals seeking personal reading guidance?

   If so, why do you think this is so?

   less_______ more_______ staff available for this
   more_______ fewer _____ people motivated to read for pleasure or for general cultural background

6. Have you undertaken any special program (group or individual) of activities for young people that will help them to learn to use books, records, films, to:

   orient themselves to responsibility_______
   gain some perspective_______
   understand adults better (especially parents)_______
   stress the importance of a wide range of viewpoints in forming opinions, political and personal_______
   come to terms with themselves_______

B. Program and Services (cont.)

7. Have you any special programs that support literacy or job training?

unilaterally______ with adult education agency______
other____

8. According to statistics, more than 95% of U. S. homes have TV. Have you been successful in programming library materials and services (different from "plugging") to these masses through radio and both commercial and educational TV? yes______ no______

Why? (if no)

haven't tried______
no staff to do this professionally______
not a priority for staff time and money______
other____

If yes, explain briefly what made success possible and why you think it important.

9. Do you feel that pressing needs from certain segments of your clientele have caused you to go overboard on any special aspect of program?

yes______ no______

If so, specify.

C. Materials

1. Methods of Selecting Materials

a) Would you reckon the amount of time spent in book selection now, as compared with 1955, as:

more______ less______ about the same______

b) If less, what do you think accounts for this? (Check as many answers as apply.)

more flexible criteria______
wider range of tastes among users______
more money and less fear of making mistakes______
better selection aids (including paid sample plans, etc.)______

c) Would you characterize selection of nonbook (nonprint) materials in your library as:

innovative and enthusiastic______
competent and balanced______
uneasy and sporadic______
nonexistent______

d) Is the involvement of nonlibrarians in the selection of all types of materials greater than it used to be? yes______ no______

If so, what is the degree of involvement of the following:

patrons: more______ less______ some______
faculty members: more______ less______ some______
other specialists: more______ less______ some______
staffs of other community agencies: more______ less______ some______
other______________________________

e) Do you believe that the selection function in libraries will become more or less important, or at least different, in the future? How and why?

2. Types of Materials Used

a) What percentage of the books and other materials in your library are used (for reference or circulation) more than 10 times a year? (Make an educated judgment on this one, please.)

15%______ 25%______ 40%______ 50%______ more______

b) Is there a greater need now for more materials at both ends of the spectrum?
the very elementary yes______ no______
the highly specialized yes______ no______

C. 2. Types of Materials Used (cont.)

c) Have you met this problem by:

cooperative arrangements with other libraries that permit you to omit specialized areas from your purchasing consideration______

continuing to provide for "average" or "middle of the road" demands______

other____

d) Can you identify the single factor in your service area which has most affected the type of materials you buy now as compared with 1955?

e) What percentage of your annual budget for materials for the last fiscal year was spent for materials to support new programs, courses or facilities? (approximately)

f) What kinds of materials would you like to have that you cannot find?

g) If you serve students (high school or college level), have you noticed radical changes in the types of materials used by them over the past 10 years? yes______ no______ If yes, why?

more kinds of materials accessible______
more individual responsibility for one's own learning______
better teaching with emphasis on independent study, original sources______
more "unrequired" reading______

3. Organization and Processing of Materials

a) Have you any idea of the total percentage of time spent by all professional librarians in your operation on:

clerical tasks: 10%______ 25%______ 40%______ more______
technical procedures: 10%______ 25%______ 40%______ more______

b) Have you taken any recent steps to change this percentage in any way?

yes______ no______ If so, what steps?

entered into centralized processing of some kind______
using commercial processing______
cut and eliminated some steps______
making fuller use of technical and clerical personnel______
automated procedures______
other____

C. 3. Organization and Processing of Materials (cont.)

c) If you have found ways to gain professional staff time by cutting clerical and technical tasks, how has this time been used?

program and services: individuals______ agencies______ groups_______
administration______
other____

d) What do you think will be the most significant changes in the handling and processing of materials in the near future?

D. Administration and Budget

1. Do you think that different types of libraries will need to define and perhaps limit their functions more sharply in relation to each other and the clients in their service area? yes______ no______ Comment:____________________

2. Have you in the past year entered into any kind of formal (legal) regional or local sharing or mutual aid agreement with any other type of library or other institution? yes______ no______ If so, please specify:_______________

3. Do you believe that the social and economic importance of libraries is now well enough established so that budgets can be based on realistic potential needs rather than traditional measurements of actual use? yes_____ no_____

4. On what basis is your budget determined?

5. Have you yourself experimented with external rather than internal factors in preparing your budget, i.e., built a budget on what your service-community should have in the way of materials and services, given other external factors, rather than what they had or used in the past year? yes______ no______

E. Personnel (professional and nonprofessional)

1. Have you attempted task analysis and redefinition of jobs within your own library? yes______ no______

2. If so, have you found that a number of tasks once performed by professional librarians can be satisfactorily accomplished by other people?
   yes______ no______

   If yes:

   technicians______
   professionals in some field other than librarianship______
   clerical______
   other______________________________

3. Have you de facto or formally revised your ratio of professional librarians to other staff? yes______ no______

4. What do you now believe desirable?

   one professional librarian to three nonlibrarians______
   one professional librarian to four nonlibrarians______
   other______________________________

5. Do you believe that the following professional positions in a library require library school training and/or a library school degree?

   library director: yes______ no______
   community coordinator: yes______ no______
   administrator: yes______ no______
   public relations director: yes______ no______
   director of in-service training programs: yes______ no______
   personnel director: yes______ no______

6. It is estimated that a significant proportion of the "upwardly mobile" young people will gravitate in the next ten years to the service professions (like librarianship), which offer reasonable status and salaries. What do you think will be the effect of this influx on the role of libraries?

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE U. S., 1955-75 (Part II cont.)

General Questions

(to which we'd like brief narrative replies)

1. Which set or sets of societal stresses has your library felt most keenly and most directly? (Check as many as you feel apply.)

   population________
   educational________
   occupational________
   research and knowledge________
   political________
   social and philosophical________
   communications and documentation________

2. Briefly, how has a particular set of stresses affected your library in practical terms?

3. What one social phenomenon of the past ten years or so, whether listed by us or not, has given you the most worry and trouble in day-to-day operational terms?

4. What one social phenomenon, whether listed by us or not, has given you the most worry and concern in philosophical terms?

5. To what social pressure or stress or opportunity do you feel that your library has responded most successfully?

General Questions
(cont.)

6. What effects of social change do you feel you have grappled with least successfully?

7. What progressive steps, innovations or changes you have initiated, carried out or completed within the last two years or so have given you the most personal and/or professional satisfaction?

8. What do you think will be your most pressing problem in the years between now and 1975?

9. How are you going to tackle it?

10. Let yourself go and write a few lines about what you think the future libraries will be like, what kind of people will use them, and what kind of people will run them.

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE UNITED STATES, 1955-75

Please be sure to fill in the following information and return this sheet attached to Part II - the Questionnaire.

Name ....

Address ....

....

Type of library providing primary frame of reference for your replies:

Public______ local______ county_______ regional_______ state extension_______

School______ elementary______ junior high______ high school______

Higher Education_____ public community college_____ private junior college_____

technical school_____ undergraduate four-year college_____ extension_____

graduate program_____

Other (please explain)____

MAJOR SOCIAL CHANGES AFFECTING LIBRARY SERVICE IN THE UNITED STATES, 1955-75

PART II - QUESTIONNAIRE

(All comparisons called for refer to changes within the past decade or since 1955.)

1. As a layman with a special interest in reading and libraries, do you perceive a change in the public attitude toward libraries? yes______ no______ same______

   If you do, how would you characterize this change?

2. Do you believe that local and state government officials, especially those concerned with appropriations, are more aware now than formerly of libraries' relationship to major social phenomena and social and economic "gut" issues? yes______ no______

   Comment:

---

3. From your viewpoint, are libraries doing a better job than formerly of making services and materials more accessible to users?

   public libraries: yes______ no______
   school libraries: yes______ no______
   college libraries: yes______ no______

   Can you explain briefly?

4. Does it seem to you that librarians have responded quickly enough and fully enough to the needs of the disadvantaged? yes______ no______

   What should they be doing?

5. What do you think has happened to libraries' cultural, self-renewal and recreational functions? (include school and college libraries)

   unchanged: yes______ no______
   improved: yes______ no______

   have kept pace with technical information functions: yes______ no______

6. Do you believe that these recreational functions will_____ will not_____ gain in importance in the decade ahead, as material needs are met and education generally is upgraded?

7. Do you think that different types of libraries (school, college, business or special) will need to define and perhaps limit their functions more sharply in relation to each other and the clients in their service area? yes_____ no_____

   Please comment:

8. Should greater emphasis be placed on coordinated or cooperative public library "systems"? yes_____ no_____

9. Have the libraries you are familiar with attempted task analysis and redefinition of jobs within the past few years? yes_____ no_____

   If so, have they found that a number of tasks once performed by professional librarians can be satisfactorily accomplished by other people? yes_____ no_____

   aides or technicians_____
   professionals in some field other than librarianship_____
   clerical_____
   other_____

10. What one social phenomenon of the past ten years, whether listed by us or not, has given you the most concern for the future and development of libraries?

11. Let yourself go - write a few lines about what you think the future of libraries should be, what they should be like, who should run them, who should use them, and what kinds of Federal support are needed.

INTERPRETATION OF THE SURVEY

Major Social Changes Affecting Library Service in the U.S., 1955-75

A total of 462 questionnaires were sent to librarians. Of this number, 222 were returned, nearly a 50% return. All states and the District of Columbia were represented among the returns with the exception of Kentucky, South Dakota and West Virginia. Although a large number of the questions required reference to a particular library, many of the questions, especially the "think" ones requiring an essay answer, could be answered in general terms, based on knowledge of a type of library or libraries generally. For this reason, 56 questionnaires were sent to deans and faculty members of schools of library science; 22 of these were returned. 33 of the questionnaires were sent to State Library Extension Agency heads and/or staff members; 13 of these were returned. State Library Agency returns are included among the tabulations of public library replies; school of library science faculty returns are included with those of the type of library providing the main background of their professional knowledge according to their own assessment.

In addition to the questionnaires sent to librarians, a revised and more appropriate version of the questionnaire was sent to all members of the Board of the National Book Committee, some 138 persons. 43 of these were returned.

The observations and statistics that follow then are based on 265 returns, 265 sets of opinions, perceptions, judgments, visions and dreams expressed by some of the people who know most about and care most about the present status and future of libraries in America. Replies were solicited from a carefully selected list of key librarians whose thoughtful replies would carry the weight of meaningful experience and the thrust of leadership; members of the National Book Committee are, by definition, committed and knowledgeable about libraries and their role in the society of the present and future.

Public Librarians

Of the 272 questionnaires sent to public libraries of all sizes and in all parts of the United States, 134 were returned. What did they say?

In response to the question about the size of population in their service area: 107 noted that it had grown; 7 that it had declined; 20 that it had stayed about the same. Percentage of change? 40 communities showed population growth of 25%; 32 of 10%; 19 of 50%; 15 of 75% or more, with several of these showing over 100% growth in population. Of the 7 communities that showed a decline, 6 noted a 10% decline, and one a decline of 25%.

How about the percentage of library users in relation to population growth? 23 libraries estimate that 50% or more of the population in their service area are either borrowers or users (for reference, special programs, etc.); 39 libraries estimate 40% of the population; 46 libraries estimate 25%; and 9 estimate 10%.

Is this percentage of the population higher than in 1955? 98 libraries say "yes"; only 2 say "no," while 10 libraries say "the same." In answer to the query, How much higher? figures range from less than 5% to 100%, with about a third in the 10-15% range. Some interesting relationships between population rise and library use can be gleaned from the questionnaires. For example, in Scranton, Pennsylvania, a decline in city population of 10% is paired with a rise of 5-10% in the percentage of library users; in Dallas, too, the percentage of growth in library users was higher than the percentage of growth in population of the area. Circulation in the 19 major libraries in Idaho was up 93%.

In a recent regional planning commission survey in Cuyahoga County (Ohio), 45.9% of the sample questioned had used the library within six weeks of the interview.

All the responding libraries except 5 noted a shift in the use of library facilities. The majority say that more people are using the main or central library facility; 68 note more use of branches, as opposed to 15 who think that branches are less used; more use of bookmobiles cited by 56 libraries, less use by 31. Study center extensions more used in 20 cases; less in one. 14 libraries note more use of deposit station or drop; 30 note less use.

Responses to the question, "Has there been a change in the character of the clientele you now serve as compared with 1955?" were fascinating in their sameness from all parts of the country. 97 libraries say "yes," they have noticed a change; 12 say "no." The nature of the change? More businessmen users heads the lists everywhere; more adults generally from all walks of life, especially men; more students of all ages; more lower class, low income children and adults; more preschool children and fewer elementary school age children as schools develop good school libraries at the elementary level, and yet more high school students, though many presumably have relatively good libraries at their schools. There appear to be fewer readers of light fiction and people using the library for recreational purposes, as opposed to more using it for cultural enrichment and purposeful self-development. Increased use by students enrolled in community or commuter colleges is noted everywhere. One librarian pinpoints the high point of the "student use upsurge" as between 1955 and 1962, with a "leveling-off period" 1962-65. Student use now, though increasingly heavy from both college and high school students, seems to be balanced by the upsurge of other kinds of adult users. Users of the library are characterized as being, at one end of the spectrum more sophisticated, seeking specialized material; at the other end of the spectrum as being of lower educational attainment and requiring new kinds of simple, easy-to-read materials. More middle and upper class income users are noted in many places, as are "blue-collar" high skill workingmen. The comment is made over and over that better school libraries are changing the program of children's work and its target audience; middle class children will use school libraries, while public library emphasis will turn to preschool programs, especially those geared to lower economic groups.

Library use patterns are changing. All kinds of people seem to be using the library more: young people, older people, women, men. Frequency of use, number of books, periodicals, paperbacks, records and tapes, films borrowed, attendance at recreation and information programs, and use of reference services were characterized as "more" for all the above groups, except for older people, who showed less use of reference service. No categories of users used significantly more fiction, and young people and men demanded less fiction, women patrons about the same amount, and older people slightly more. Information and recreation programs for all categories showed a rise, and several respondents added films and large type book use to the other categories given them.

The present clientele of the public library is seen as more purposeful by all of the 126 people who answered the query concerning characteristics of clients; better educated - taken as a whole - by all but 6 respondents; more cultured by all but 12 respondents; and more at home in the library by all but 7 of those who replied. In commenting on this question, nearly all cited greater sophistication in library use, more demand for depth service, and more awareness of what to expect of a good library. Many cited the mobile nature of the population and the decentralization of research as positive factors in providing more vocal supporters for tax support for good library service.

105 respondents checked firmly "no" in answer to the question, "Do you feel that your library has responded quickly enough and fully enough to the needs of the disadvantaged?" Most of those who checked "yes" (23) qualified their reply in some way: "quickly" yes, so certainly not "fully" or "enough"; yes, but without any visible success so far, etc. The greatest success, and evidently the greatest effort, among those who felt they had made any effort worthy of mention, was among the children, usually the preschool children, of the poor. One librarian in a medium-sized city with a critical poverty problem commented: "Anyone who answers 'yes' to this question is nuts!" But both the need and the desire for the library to try to meet it effectively were foremost in the minds of nearly every respondent.

123 libraries feel that they have indeed made progress in making the library more user-oriented; 6 said "no" but in such a way as to indicate it wasn't for the lack of honest effort. 87 have cut complex routines; 64 have longer open hours, with from 60 to 75 hours a week mentioned frequently; 51 have more evening hours; and 86 mention taking resources and services where the people are. One State Librarian expresses the opinion that all local facilities built in the future should be built with easy entrance for the elderly and the handicapped in mind. A number of people mention new services to prisoners, nursing homes, and shut-ins. Others mention development of a common card for all libraries in an area; no card needed at all; orientation programs; returns to any library agency of materials borrowed from any other; no fines; and a more "people-oriented" staff. One library uses volunteer community "welcomers" at the door to find out in general the kind of service wanted and to take the would-be patron to the right helper or department.

The great majority of respondents thought, in answer to the next query, that the library's cultural, self-renewal and recreational function has improved, but many of these felt that it has not kept pace with the reference and information function. All but 7 people felt that the cultural, self-renewal and recreational function will gain in importance in the decade ahead.

Some interesting answers were given in reply to the question as to whether there had been any change, in the past decade, in the philosophy of program and service of the library staff. 113 said "yes"; 17 thought "no." There is extraordinary unanimity as to the nature of the change, though expressed in many different ways: "Much less attention to library routines, more attention to people"; "a more people-oriented staff"; "we feel an urge to go out of the library, meet the people where they are"; "library must change its methods and develop services to meet changing community needs"; "library has an obligation to seek users, not wait for them to come!"; "we've become user rather than staff oriented"; "more concerned with the needs of the individual"; "library more involved in social questions, more willing to experiment, communicate, innovate"; "change from passive stance to dynamic one"; "emphasis on ideas as the library's stock-in-trade rather than types of materials"; "there is growing awareness among librarians that some other agency may in time replace us if we cannot perform effectively."

Asked about an increase in indirect services, "outreach" programs involving other agencies, 109 public librarians said, "yes." 84 libraries are involved with adult education, 40 of these with literacy programs; 78 with anti-poverty agencies or programs; 54 with health and welfare agencies; 34 with employment. Also mentioned were literacy and job development programs with the labor department, programs and collections at a variety of neighborhood sites, day care centers, a thrift shop (for Spanish-speaking), a clubhouse for senior citizens, bookmobiles to factories and plants. Many mentioned programs with migrants, Head Start children and parents, Neighborhood Youth Corps and Job Corps youngsters.

The next question under the category Program and Services dealt with individuals seeking reading guidance. 77 respondents have noticed an increase in those who seek personal guidance, as compared with 31 who note a decrease, and 8 who see no change. The increase is ascribed by the majority to the fact that more people are motivated to read for cultural background and self-improvement, rather than for pleasure; and to the concomitant fact that there is more staff available to help them and a wider selection of books to choose from. Availability of leisure time, intellectual stimulus and wider interests are all given as further reason. The 31 librarians who see a decrease in requests for general personal guidance see shortage of competent staff, a higher level of sophistication among readers ("they know what they want") and reading advice from many other sources (clubs, church, adult classes) as decreasing the patron's need for guidance.

The majority of those replying thought they had not really undertaken any special program (group or individual) for young people that would help them to use books, records, films and other materials in the development of opinions and values. About one-fourth of the respondents had planned young adult programs that they hoped had helped to "orient to responsibility"; "stress the importance of a wide range of viewpoints in forming opinions"; "gain perspective." A number of others expressed hope that they might do this in future when appropriate staff and budget might make it possible. A few extensive programs mentioned regular discussion groups, film series, creative writing and other youth activities.

The programming of library materials and services via radio and TV media (as opposed to "plugging" library use) is disappointingly meager among the libraries queried. 84 "no's" compared with 38 "yeses" and 7 more said they used radio as a library medium. 21 "haven't tried." 50 have no staff to do this professionally. 38 think this is not a priority for staff time and money. Several expressed disillusionment: "have tried with no results" - presumably having based the effort on the expectation that listeners and viewers would come to the library after the treatment. On the other hand, those libraries that seem to view the use of radio and TV as an extension of program seem pleased with their efforts and eager to do more. Richmond, Indiana, has "reached the middle class, book-oriented public through radio, but not the lower class - yet." Columbia, Missouri, sponsors programs about interesting people, places, events, and lets viewers know that follow-up is available in the library. Another library, which is trying, says honestly, "We haven't yet learned to promote ideas, just the library." In Nashville, Tennessee, the library owns and operates the FM station and programs 10 hours each day. Say several libraries that work at it: It is very important if you really want to reach people you don't reach in any other way.

Have pressing needs from certain segments of your clientele caused you to go overboard on any one aspect of program? 105 said "no." "Yes" said 22; only a few gave explanations. "Demands from business and industry" say several, with the implication that he who pays the piper calls the tune. "Demanding and vocal college-bound students and their parents" says another. One thoughtful librarian mused: "We have gone overboard on physical plant, building new branches instead of making the ones we have better by building up materials and services."

Next, respondents were asked to comment on a series of questions about materials: their selection, the types used and their organization.

The great majority, 102, reckon that more time is being spent in book selection now, as compared with 1955; 17 thought less; 12, the same. Most felt the increase in the volume of published material and the addition of new types of material plus the more specialized requirements of more users necessitated more time spent. Others noted that selection though more important is becoming less time-consuming. "Processing centers have improved book selection - librarians have more time for it." One large city system comments: "With more funds available we tend to be more inclusive, less selective... We used to ask, 'How much will this book be used?' Now we ask, 'Should this book be available in this library?'" Another says: "I see no reason why all books should be reviewed in every library."

Asked if the selection function in libraries will become more or less important, or at least different, 79 said "more"; 7, "less"; 11, "the same"; and 29, "different." More books, more money, more people, more selection was the rationale of most of the "mores"; the "more" and "different" groups usually cited nonprint materials selection as complicating the selection process, too. A large metropolitan system library, however, submitted this thoughtful answer: "Selection will become less important - it is evident that book selection in similar libraries is 80-90% identical and a great deal of time is wasted... We are moving toward less time devoted to book selection by most librarians, and more time to individual service... Our book collection has had to increase from 100,000 to 800,000 in just 8 years." The "different" of several replies implied too that fewer and more-specialist librarians would be involved in the selection and that it would be of course profoundly affected by coordination and systems developments.

Asked to characterize selection of nonbook, nonprint materials, librarians were given four possibilities: innovative and enthusiastic - 24; competent and balanced - 63; uneasy and sporadic - 41; nonexistent - 8. Several said with wry humor that "competent and balanced" was giving their library the benefit of the doubt, and that probably "uneasy and sporadic" came closer to unvarnished truth!

67 replied that the involvement of nonlibrarians in the selection of all materials was greater than formerly; 61 thought not. Patrons, faculty members, staffs of other community agencies and other specialists are cited. In one research-oriented city a committee of scientists advise on the purchase of scientific material. In another, men from industry help in the choice of technical books. Yet at the less sophisticated end of the spectrum, several who spoke for small libraries which have only recently established book selection as the librarian's professional task wrote their "no's" with feeling! It is in fact the widely diverse interpretations, reactions and responses to such queries that underscore the unbelievable range and variety of institutions we refer to when we talk of "the public library."

We asked the respondents to make an educated judgment as to what percentage of books and other materials in their libraries are used - for reference or for circulation - more than 10 times a year. Numbers of responses were quite evenly divided among the first three choices: 15%, 25%, 40%; 25, 38 and 28. 23 thought 50%; 10 thought more. More interesting than just the straight estimates however were the comments of those who broke their figures down between central library and branches. One city, whose librarian is especially wise and experienced, said the "turnover" of materials would be about 15% in the main library, and more like 40% in the branches. Several echoed this spread, reflecting as it does the more popular, frequently used holdings of neighborhood branches.

The great majority cited a greater and growing need for more books and other materials at both ends of the spectrum; i.e., the very elementary and the highly specialized. 98 say that they are meeting this need by cooperative purchasing arrangements with other libraries that permit heavy overemphasis or omission of certain specialized areas; whereas 65 are continuing to provide for the "average" or "middle of the road" demands. Use of the State Library to supplement is mentioned; interlibrary loan, duplicate pay collections, regional centers. Several say that they are buying more heavily at both ends of the spectrum, where the greatest needs are, and buying less for the average reader.

It appears that in some cases significant amounts of money are being allocated to support new programs. Percentages of budget for new materials work out like this: 28 say less than 5%; 9 say 5%; 24 say 10%; 5 say 15%; 5 say 20%; 8 say 25%; and 6 give a figure from 30% to 75%. Programs appear to be most frequently of the "outreach" variety, addressed to the needs of the disadvantaged or the handicapped.

Asked for the single factor which has most affected the type of material "you buy now as compared with 1955," respondents produced many varieties of answers, all fascinating in their individuality. Most boiled down to: 1) the needs of student users, all ages; 2) the needs of business and industry, and other research and specialized information users; 3) the needs of the undereducated, especially in large and medium-sized cities. But the faint beginnings of a swing back are discernible in the wistful statement of one who says, "We cut out light fiction and romance and now as we serve the old, retired and homebound, we wonder..." One librarian expresses a philosophic-operational shift that seems to fit many colleagues: "Our library now anticipates needs, especially in nonfiction, instead of just responding to requests." This same librarian, from the Deep South, cites as the single factor most affecting the type of materials bought: "the shift from rural-agricultural to urban-diversified...more management-level people."

120 respondents noticed radical changes over the past 10 years in the types of materials used by both high school and college students. Most attributed this to "better teaching with emphasis on independent study and original sources." Others felt that "more kinds of materials accessible" and "more individual responsibility for one's own learning" were more cogent factors than "more unrequired reading" though 47 checked the latter in addition to other possibilities. The general upgrading of education all along the line was volunteered often by respondents.

Finally in the group of questions on types of materials the questionnaire asked: "What kinds of materials would you like to have that you cannot find?" Overwhelmingly the librarians of the country - coming closer to unanimity perhaps than anywhere on the questionnaire - need easy-reading material with adult content for the functionally illiterate adult. Other interesting needs included: collections of information, organized by topic, about legislation in the various states; books for children with reading and learning problems; simply written technical books; popular material in foreign languages; new junior books in science and technology; simple, beginning how-to-do-it books for adults, "the non-student amateur"; good reprints of standard titles; and many more. Good inexpensive 8mm films were mentioned, more periodicals on microforms, more large print titles.

The next set of questions had to do with organization and processing. "Have you any idea of the total percentage of time spent by all professional librarians in your operation on clerical tasks and technical procedures?" Clerical tasks: 56 said 10%; 30 said 25%; 8 said 40%; 2 said "more." Technical: 40 said 10%; 33 said 25%; 10 said 40%; 12 said "more." 2 people said "too much" in both categories! 8 gave less than 10% for each category.

"Have you taken any recent steps to change this percentage?" "Yes," said 118 people, with 12 "no's." The great majority have cut and eliminated steps, and are making fuller use of clerical and technical personnel. 39 have entered into centralized processing, 45 into automated procedures that have helped to professionalize the librarian's work. Time has been used: "for planning," "for training staff," or "to absorb the growing volume of work." In general terms, 73 see the time released used on programs and services to individuals; 48 on work with groups; 44 on administration; and 32 on work with agencies.

Significant changes in the handling and processing of materials in the near future? Again close to a unanimous reply: processing at source by publisher or jobber; acquisitions, bookkeeping, cataloging, processing, all centralized and computerized on a national, state and regional basis. Comments one person: "Our cataloguer is an expensive luxury." A significant change will be more informal processing in poverty areas, says one knowledgeable librarian, who continues: "It will require intensive work to persuade authorities to allocate savings effected by automated processing to expansion and improvement of services..." Several others see paperbacks and some other types of materials treated as expendable and given away by the library. The computer-based book catalog is seen as a great help by many. All the comments are couched in terms of serving the user better and shucking off, as far as possible, traditional functions and routines: "We're going to quit worrying about little things and concentrate on big ones."

And apropos of some of this: "Do you think that different types of libraries will need to define and perhaps limit their functions more sharply in relation to each other and the clients in their service area?" 103 said "yes." 19 said "no." The comments were most interesting, and should all be reproduced here, but here are a few samples:

"We will work out a division of labor, I hope. For example, public libraries may turn all service to children and young people over to the schools and concentrate their efforts on service to adults."

"None but the largest libraries will be able to continue to try to be all things to all users; limitations of responsibility and specialization of collections must be worked out..."

"Better school libraries release the public library to give service to more adults."

"Our biggest problem: to define role of the public library vis-à-vis the school libraries, and to make decisions as to the value of many small branches vs. a few large ones."

"Function of the library will be determined by the relationship with other libraries in the area...duplications of certain materials and types of services are becoming impossible."

"We must define and perhaps limit function, but must preserve the integrity of knowledge and be concerned with the completely unbounded nature of human curiosity."

"Officials are beginning to ask more questions regarding the functions and clientele of the several types of libraries."

Some of those who said "no" appear to interpret the question as suggesting limiting service to the client while others thought we meant limit in a sense of fewer resources rather than reorganized ones. 71 had entered into a variety of formal (legal) sharing or mutual benefit arrangements in the past year; 53 had made no formal contracts but described a variety of informal ones in progress.

Only 54 thought that the social and economic importance of libraries is well enough established to seek to base budgets on realistic needs rather than traditional use and performance bases; 69 said "no" - "but its coming," said several. "Too many city officials and citizens still do not view the library as an effective force in the community..." "Boards, staff and public cling to the traditional role of the library." "The war on poverty has been a tremendous opportunity for the library to become involved in cooperative efforts of many community agencies and to understand the interrelationship of people, institutions and political realities..." "Yes," says one notably successful librarian, "how else would you take care of long-range plans and dreams?" Apparently some conceive and convey the dreams more vividly than others!

"On what basis is your budget determined?" "Political moxie"; "theoretically determined by performance budgets, but actually by value judgments made by the Board and Mayor and Council..."

"We ask for what we think we can get; they give us as little as they think they can get away with."

And a wide variety of others, all or most of which are depressing. 74 are experimenting with program-oriented budget, or have often without success.

In the set of questions on personnel, 115 have or are attempting task analysis and redefinition of goals within their libraries. 107 have found that a number of tasks once performed by professional librarians can be satisfactorily performed by others: technicians - 70, professionals in some other field - 54, and clerical help - 99. Several mention college graduates without special professional training, library trainees, and volunteers.

About half of those answering the question - 58 - have revised, de facto or formally, their ratio of professional librarians to other staff. Now its one professional librarian to four nonlibrarians, say 46; one professional to three nonlibrarians, say 29. Several say a ratio of one to five or more, up to ten. Others apparently cried, "In this library it's all academic - we can't get them anyway, and we do the best we can with what we can get."

Asked to check some positions which they felt required a person with a library school degree or library training, nearly all respondents would require it for the director; a high percentage would also require it for the director of in-service training programs. Conversely, most people felt that both the job of personnel director and public relations director could be filled by excellent nonlibrarian practitioners in those fields. Administrators and community coordinators could, it was felt by nearly half, be nonlibrarians also, provided they understood library service philosophy and program potentials.

Finally, in this group of questions, librarians were asked what they thought would be the effect of an influx into the library profession of a large group of upwardly mobile young people, drawn from the lower classes by a profession with such obvious middle class credentials. Almost all who replied were enthusiastic and expressed the view that this would enhance the profession. A few had demurs, however, expressed as fear that these young people, and young people from all classes generally might be looking for "a snug harbor from which to watch the world go by." Many seemed to like the idea that these young people would tend to "make the library more of a cross between an educational and a social service institution." One noted: "These people will want to do a good job, not out of a need for self-sacrifice, but out of a need for self-respect, for making a contribution by choice to the society." Another, "If they are bright, enthusiastic, iconoclastic and think à la the Peace Corps, or even the hippies, it will be the best thing that ever happened..."

Many expressed the view that "libraries of the future will no longer serve mainly the middle class," and that we need "creative young people who are responsive to human beings, alive to the future as well as the past." All young people coming in will "question present methods, have less patience with routines, have more interest in community needs and service, and have lower standards in book selection."

Asked which set of societal pressures had affected their library most keenly, respondents checked as many as they felt applied to their situation. Not surprisingly, educational stresses were most keenly felt, up to now, by 112; next was population, felt as a real pressure by 94.

The other stresses mentioned each drew about the same number, except research and knowledge, which was slightly higher than the others with 61. Occupational, social and philosophical, communications and documentation, and political pressures were felt about the same with 40-some respondents each.

Demands by students and special subject users which require a quantum jump in funding, space and staff, combined with the inability of taxing jurisdictions to obtain more money has perhaps made financial stresses the most pressing in practical terms. The creation of new community colleges and technical institutes with very limited libraries has placed a new kind of curriculum-related burden on local public libraries; adults engaged in upgrading education, often job-related, have required sweeping changes in book selection and use of available funds.

At the same time, the lower educational level of some users has required changes in provision of materials at the other end of the scale. A regional library in Appalachia puts its problem succinctly: "As a library in a rural mountain area, with a steadily decreasing population and economy, we are very conscious of the changes produced by the flight to the city, the struggle to convert from the old rural economy to some kind of economic basis in small industry, cooperatives, new crops including tourism and recreation. The tremendous social changes produced by distribution of consumer goods and services on a national scale have thrown out of kilter the old tax base of real estate. Most public service institutions are still caught in this vise."

From a large city comes the comment: "Population stresses, particularly the migration of middle class families to the suburbs, the bypassing of the city as a place to live for middle class residents, have helped to generate a variety of financial stresses and other concerns that bear directly upon our library. These are imposing limits in terms of facilities, services, collections, new programs, and staffing patterns. Our library is a creature of city government, and our problems and limitations reflect those of the city itself. Large segments of a metropolitan area's population call upon city services without concern for or even recognition of boundaries of financial support or responsibility. The tax bases of many large cities are strained...serious problems arise in connection with new and needed programs for the city's own underprivileged areas..."

"What one social phenomenon of the past ten years or so, whether listed by us or not, has given you the most worry and trouble in day-to-day operational terms?" Amazingly, this completely open-ended question elicited worry and deep concern about one phenomenon above all others: lessening of respect for public property or the rights of others by young people, especially expressed in mutilation and theft of books and other materials. This concern was expressed from all parts of the country in cities and small towns and rural areas. One library refers to it as "increased criminal or anti-social behavior in libraries." Others commented that while there had always been some of this, there has been a marked and frightening increase in the past few years. Obsolescence of tax structures, the pressure of faster communications, the radical right and the growing influence of conservative pressure were mentioned by a number of others. Still others mentioned the apathy of the citizenry concerning library service; the quantity, type, means and transmission of information and the implications thereof; and the inability to reach out with services in areas of critical social need, such as the ghettoes.

Respondents were next asked to dwell upon the social phenomenon which has given them the most concern in philosophical terms. These replies were varied, thoughtful, and in many cases spoke highly of the intellectual level at which the leadership of the library profession operates. Writes one big city librarian: "Man in conflict with himself as a result of the dichotomy of affluence and poverty, highly complex technology, and inability to define his role as a citizen of his community and the world."

Another, this one a State Librarian: "Two-faced attitudes towards race, I mean acceptance of Negroes in jobs on the basis of their qualifications but unwillingness to accept them otherwise: i.e., fear that they might come to the staff Christmas party, etc....also a tendency to prejudge the capabilities of Negro patrons."

"I'm concerned that people are too willing to accept what is said by an expert or the communications media, and are unwilling to explore for alternatives."

"The mass media with their pressure for promoting the Single View probably have represented the greatest threat to public libraries' consistent philosophy of the right of the individual to find out for himself... Pressures on Library Board and librarians to provide only the majority point of view, the latest bestseller or TV craze, the book that offends no one, the religion, morality or politics that are innocuous or blandly commercial."

"Our apparent inability to find useful ways to serve new people in the city."

"The complete indifference of even the educated part of the community to the great social problems of today. The Negro problem - 'We have no Negroes in our city; we are not interested.' Peace - 'War brings prosperity, and anyhow our wars are in defense of property.' Poverty - 'Any man around here can get work if he wants it.'"

Another librarian muses: "Making readers out of nonreaders often equals trying to make rational out of emotional beings." Perhaps, she thinks, this is a disservice in a society which seems to give less respect and value to rational behavior. It is obvious from a careful reading of these statements that the best of our librarians are concerned, committed and intelligent people determined to use their profession in the full service of society and its beset individuals.

Most librarians felt that their greatest success in meeting social pressures or opportunities was in the area of student need. "Meeting student and research need," says one librarian succinctly, and speaks for many of his colleagues. Many southern librarians speak with some degree of satisfaction of the full racial integration of their libraries. "We are more relevant," says another. Says one suburban, fast-growing library: "We have integrated the library into the teen culture of the community without driving out the adults." Several librarians are pleased with the success they feel in "reorienting service to serve a broader cross-section of the community." Only a few libraries feel that they have been in some degree successful in supporting unit poverty programs, especially in relation to Head Start and other preschooler programs, and job training programs. "Success?' says one tired librarian; "Just coping with sheer numbers!"

With few exceptions the librarians queried feel that they have grappled least successfully with service to the disadvantaged, of all ages. Many people feel discouraged. "So little response"; "so much effort and not commensurate with the meager successes." New adult service programs of all kinds, but especially those for the adult poor, are mentioned as one of the failures. "We have failed to become a resource to which lower income groups turn automatically, as do many among middle or upper income groups."

One articulate State Librarian puts it this way: "We have had no effect on the Negro who is about to riot in the streets; we have never had him as a patron. We haven't, I think, done much either for the middle class suburbanite who may someday have Negro grandchildren, be part of a tightly organized society controlled by 'experts,' find himself faced with hostility and hatred from the rest of the world...see his children rebel and abandon the values he has tried to teach them...is confused and discouraged that nothing seems to be going as it should."

A thoughtful small town librarian whose single-industry town has had a traumatic changeover period says, "We have not known how to restore faith and hope - or even interest - to the people of the community who have been hurt by change."

Another problem cited: "There is still a large group of non-library-users in the middle class." Concern for service, or lack of it, to the elderly and retired is growing, too.

Innovations and progressive steps: two State Librarians who responded take satisfaction in having involved themselves, other members of their staffs and librarians in the state in workshops and conferences on aging, city and state government, contemporary social problems - all opportunities "to grow up and out," and "to relate the library to the reality of today's world and to prod librarians into being a more relevant part of that world." Others are proud of abolishing nuisances, blocks to freely using the library: "We have abolished a number of small charges for various library services...all LP records were in a pay collection...there was a rental charge for films..." A variety of new services and efficiences in library housekeeping are mentioned; but, "sponsorship of an international poetry forum," said one big city librarian.

Greatest challenge - or most pressing problem - between now and 1975? Many see it, stripped to basics, as getting the library fully recognized as a social force, an agency for change that will be regarded as an integral part of the community development team. "Money," say almost all. "Changing services fast enough to meet changing needs." Says one: "Public, school, junior college and small college libraries will be on the bottom side of a widening gap - with large university and research libraries handling the real information science revolution..." Expressed another way, "The difference between research libraries with their banks of computers and information storage machinery, and libraries like ours will widen...public libraries in areas like this one will continue to be book oriented." Working out a system for all kinds of service for all people, at a cost within the limits of possibility, is nothing less than the heart of the problem.

"How are you going to tackle it?" "Remain flexible"; "revise constantly"; "work on all fronts at once." "Seek to bypass local constituency and have favorable decisions made at the federal and possibly state levels." "If necessary, chuck all the sacred traditions of library science and embark on programs which assure that the library, or the community collection of books, is a continuing part of the thought of more and more people...we need to improve our distribution, our ways of getting what someone needs."

"We will tackle it by contracting with consultants for specialized skills." "Train nonprofessionals, preferably college graduates who for some reason are not going to library school, to work with books and people." "By working harder to improve state and federal support for libraries, and assisting the city in programs for re-evaluation of tax base." Or from a State Library: "I hope librarianship will devote more time and energy to working more with social service agencies in attempting to reach people, perhaps alter or build physical facilities to accommodate book-related activities, use college graduates extensively, take materials and services to people, reduce red tape regulations and really cooperate among themselves to get at the nonusers. Here is a major task." And: "We are going to work with the children of the deprived, cooperate with all agencies working with them; open library facilities in quarters used by agencies serving the deprived... The library system must become like the highway system: interstate, some U.S. highways, some state, some local streets and roads; the user must be able to enter any one of these and have access to the resources of all of them." "We will try pilot programs for leisure time, intellectual stimulation as a substitute for TV boredom, as demonstrations to win financial support." Says an experienced library leader: "I would like to see a complete realignment of library services...[based on] a thorough study of all types of libraries related to the requirements of all kinds of people who need resources and services at all levels..."

Two or three just took a look at the question, noted the date, and wrote gleefully: "By retiring!"

Let yourself go, and write about libraries in the future, says the last question - and they did! Some don't like the look of it much: "I'm obsolete!" says one particularly intelligent, active and reasonably youthful librarian in the Middle West. A few voiced fears that computers would take over, and books, personal services and person-to-person contact would be a thing of the past. "The humanistic role of the library will receive less attention...the intellectual in the library faces the same fate as the intellectual in the educational process: we need him but is he really welcome?"

But most people were not too worried. A good many expressed in different ways that they are expecting to see two very different types of public libraries. "I would like to see neighborhood book collections, open a few hours every day, within reach of the very old and the very young, who cannot drive; more complete circulating and reference within 30 minutes drive: telephone, teletype, telephoto should make all the resources of the world available there." "I believe that more kinds of people, as well as more people will be using them - maybe no more 'regular library users' but people who take for granted the occasional use: after all, we don't use an auto mechanic every week." And another: "Small public libraries will tend to become reading centers no longer attempting to provide a full range of services...those seeking information will depend on regional center libraries that are interconnected with all retrieval sources..." "Libraries will be multi-media cultural centers...people will come for mental and spiritual revitalization more than just to take things out or get the facts...information center is much too narrow a term for this institution." And if we don't plan it this way, people will want it enough to make it happen anyway - as many libraries happened in the first place! Listen: "Libraries will be bright, large, busy, efficient and mediocre. Small private libraries will begin to spring up in some places."

Almost everyone agrees that more people will use libraries, and more of everything in them. "Libraries will have more books than ever - in addition to tapes, microfilms, etc." "Some and perhaps many libraries will be open 24 hours a day; Sunday opening will be routine." "Information will be important, of course, but recreation and humanistic culture and leisure are becoming more important in general life and must be considered." "Libraries will become cultural service stations and will be used by as many people as are now frequenting supermarkets and gas stations." "Large media complexes will serve all types of patrons without designation as public or college." Many librarians see the public library growing into more of an adjunct to the formal education system, with informal emphasis on continuing self-development.

Who will run them? "Management experts will manage libraries, automation will deal with circulation, acquisitions, cataloging, leaving librarians free for service." "Children's librarians will work with visuals, tapes, programmed reading gadgets." First-rate people who understand the role of the library in society and translate it into action...a variety of specialists will be used, and so will many college graduates with good reading backgrounds who will be given basic courses in library philosophy and in-service training." "The staff will include the neighborhood motherly type who likes people and enjoys introducing them to books and ideas; the computer programmers; indexers; reference librarians and readers' advisors." "We will no longer lend anything but will 'give' or 'sell' a copy of whatever is wanted in the form of print-out from film or electronic storage...librarians will be responsible for what goes in, and anybody will be able to learn how to 'get it out.'" "The staff will be a team: administrative, business, technical, educational, PR, political science, group work. The business of the library will be ideas and information in every form..." "Librarians will be concerned, even at their own risk, with people thinking and knowing...and the library will welcome the concern of people who are doubtful, uncertain, confused..."

In summary, speaks a man who has given much thought, much agonizing reappraisal to the functions and capabilities of public libraries, James E. Bryan of the Newark Public Library, Newark, New Jersey:

> Increasingly literate population will require larger and more specialized collections and services. Most libraries will remain book centered. People will continue to read more for "point-of-view" and general information than for "isolated facts." "Isolated facts" and bibliographic locating will be satisfied by centralized computer stations with outlets in regional or area libraries. Use of nonbook materials (films, slides, tapes, etc.) will increase. Libraries will provide teaching machines connected with central program banks and supply more programmed instruction. In smaller communities public libraries will tend to become "little cultural centers" with increasingly wider cultural programs of lectures, exhibits, and participation activities. There will be centralized acquisitions, processing centers for large geographical areas. There will be more experimentation with branch and neighborhood agencies, involving other community services. The trend toward specialization and systems will continue. There will be more referral.
>
> These libraries will require as managers broadly trained and educated generalists with a good sense of educational and cultural goals. More subject specialists will be needed. Staff will have more training in interview and counseling techniques and procedures and will be more "outreach" oriented. More specialists in such fields as publicity, community relations, business management, will be required.

School Librarians

Of the 80 questionnaires sent to school librarians, 32 were returned. In selecting recipients, attention was given to geographical spread and urban-suburban-rural balance. Questionnaires were sent to school librarians functioning in individual school buildings rather than to school library supervisors at the state and local level who would have had to answer for a variety of school situations. Since much of the long-range planning and broad-gauged thinking in the school library field is done at the supervisory level, the replies from school librarians reflect for the most part only the immediate concerns and viewpoints relevant to a single school. Most librarians chosen however have held positions of leadership in their state professional associations.

Since school librarians serve in a special context a segment of their total community, it is not surprising that many of their observations tally closely with those of the public librarians.

All respondents agreed that population in their service area (the school) had increased; almost all agreed that 50% or more of the students use the school library, and that the percentage of those who do so is higher than formerly. 26 school librarians noted the use of decentralized study centers and resource centers, in addition to the main or central library within the school; these are a fairly recent innovation in most schools and parallel the increased demand for and use of branches in the public library system.

More lower class and more low ability students - many with reading level below grade - now use the school library. Primary, preschool and kindergarten children now use the elementary school library more fully than formerly. So do teachers. Use of reference and periodical material in the library has leaped ahead; 22 school librarians note the increased use of records, tapes and paperback books by students; several mention filmstrips, transparencies and programmed learning devices. Almost all respondents say repeatedly that the library and all its materials are much more an integral part of the curriculum and the learning process than formerly. To almost all of the librarians, the young people seem more purposeful in their use of the library and much more at home in it.

The great majority of those replying feel that they have not responded fully enough to the needs of the disadvantaged children in their schools. Efforts to make the library more "user-oriented" include: longer open hours by 16; cutting complex routines by 13; more evening hours by 3. Also: dovetailing of lessons in the use of the library with follow-up teacher assignments to put the lesson to practical use, students sent to the library for individual research during class time, working mpre closely with teachers on curriculum, and lending duplicates of reference books for home use are mentioned. Says one librarian: "The circulation of art prints and records has also extended the library's impact into the home."

Almost all the school librarians agree with the estimate of the public librarians that while the cultural and self-renewal use of the library has increased, the recreational function has either lagged or remained unchanged.

All but one feel that these cultural and recreational functions will gain in importance during the decade ahead.

School librarians came on strong in their assertion that their philosophy of program and service has changed, and in a major way. "There has been a vast change in the school library, from an auxiliary service to a supporting agency for the entire instructional program." "Library involved in the total school curriculum." "Liberalized! More correlation with curricular needs; more media; more effort to attract users." "Now a learning center." "More focused on individual needs." "Librarians are now initiating programs and ideas." There is the implication too that administrators and teachers are changing their view of what the library's program and services should be, and that their expectations are far greater than they were.

More students are seeking reading guidance, and several librarians indicate that teachers are leaving the choice of collateral reading to students and counting on the assistance of librarians rather than sticking to prescribed reading lists. Group and individual program activities that will help students to learn to use books, records and films for personal value development and attitudes are being offered by more than half the school librarians replying. Only 5 of the school librarians replying to the question about the library's program use of TV have done anything with it, or even indicate much interest.

In commenting on the group of questions relating to methods of selecting materials, 25 school librarians indicated that they spend more time in book selection now than in 1955; faculty members are more involved in almost all schools, some of which also mention more involvement of students and subject specialists. Enthusiastic and competent selection of nonprint materials appears to be characteristic of the majority of school libraries queried. Not a single school librarian replying thought that selection would be less important in the future, although 6 thought it would be different: more centralized, more complex and requiring communications and subject specialists, and less time-consuming because selection tools would be automated. The quantity and variety of materials to be selected was the major reason why 21 thought selection would be more important.

How frequently are materials in school libraries being used? What proportion are used or circulated more than 10 times a year? 2 people thought 15%; 6 thought 25%; 7 thought 40%; 14 thought 50% or more. Again, as in the public library's case, the great challenge is providing materials at both ends of the spectrum as the gap between advanced and able students and the below-average students using the same library collection widens; all but 2 school librarians in the sample found this to be the case. Directing advanced students to other libraries, loan and cooperative purchasing (in 5 cases) and liberal use of paperbacks are some of the ways in which school librarians are meeting the challenge.

Factors affecting the type of materials bought now as compared with 1955? "Changes in the school curriculum" is the resounding consensus, followed by: "changes in teaching methods"; "greater stress on academic excellence, coupled with the attempt to meet needs at all levels of ability";

"emphasis on resources other than textbooks in most subject fields"; "availability of material"; and federal money produced by NDEA and ESEA legislation. The advent of new programs and courses is a major factor, too, on which 14 respondents spent 20-50% of their materials budgets during the past year.

"What kinds of materials would you like to have that you cannot find?" Reading material of high-school-level interest with a 4th-6th grade vocabulary heads the list of the majority. Other requests include: material on sex and drugs at varying levels of understanding, uncondescending materials for the alienated adolescent, career material on beauty culture, easy books on foreign countries, and several calls for better and more varied filmstrips and tapes and 8mm film loops in more areas of study. 5 just need more money to "buy what we can find."

Although centralized processing or commercial processing is freeing 18 of the respondents from technical and clerical tasks, 18 are still spending 25% or more of their time in clerical tasks, 21 in technical procedures. All but one have taken recent steps (hiring clerical help, using students who get academic credit) to change these percentages. Like the public librarians, the school librarians hope and believe that centralized processing, processing at source (jobber or publisher), standardization and automation of acquisition, processing and cataloging procedures will free them for more service to teachers and students.

17 school librarians say "yes" that different types of libraries will need to define their functions more sharply in relation to each other and the clients they serve; 9 say "no." "School libraries will have to remain open longer hours and in summer to take the load off public libraries"; "currently too much overlapping between libraries near each other"; "school libraries must rely on public libraries to back up collections"; "there is too much material in all fields for any library to have a 'balanced collection.'" No major or formalized joint or cooperative endeavors between different types of libraries are evident in the replies, however.

School library budgets are for the most part determined on the basis of a fixed amount per student, and replies by the majority of respondents indicate that realistic potential need by students and the demands of the curriculum is given satisfactory consideration. ALA standards for school library programs have been widely used as goals.

24 school librarians have attempted task analysis and redefinition of jobs; all have found that many tasks once performed by a professional can be performed by others: student assistants, college-trained nonprofessionals, college students, parents and audio-visual technicians are specifically mentioned. 10 believe that a ratio of one professional to three nonprofessionals of various kinds is satisfactory; 3 think one to four; 4 think one to two.

Most school librarians replying to our questionnaire feel that population and educational stresses have been felt most keenly by the school libraries (22); 16 have felt the impact of research and the knowledge explosion. "Changes in curriculum have completely changed our pattern of service. More and more teachers are substituting a variety of learning experiences, print and nonprint, for their textbooks. Their demand for services and materials has forced us to duplicate many of our materials and radically to increase our involvement with classroom instruction." Another says: "Mobility of population has brought the disadvantaged child into our library; reading guidance needs have been emphasized."

The increased enrollment without extra staff has been a burden and a strain. One librarian cites "the trend toward more independent learning without ascertaining that pupils have study skills to carry through. Faculty members themselves have not been trained in independent library use." Several librarians mention the shift from all-white to integrated and sometimes quite quickly, due to resegregation and the middle class flight to the suburbs, to all-Negro schools as a frustration and problem.

"What one social phenomenon," school librarians were asked, "has given you the most worry and trouble in day-to-day operational terms?" A large proportion answered this completely open-ended question in the same way that so many public librarians had answered it: lessening respect for other people's property and for authority; theft; "The rate of theft has increased many times over the past 10 years." One librarian mentioned general indifference to responsibility and to learning. One mentioned censorship, or attempts at censorship; another, apathetic parents and teachers; another, the frustration of trying to find material on "minute topics."

As to philosophical concerns, individual school librarians are worried about: the failure of school libraries to satisfy the needs of slum children, the potential drop-out, the early social maturing of children, problems engendered by integration, the too-conservative philosophies of many school administrators, the rigidity of the library profession itself, the pressure from both rightists and leftists to inject materials reflecting only their own viewpoints. Almost all the concerns expressed were connected with school, some even more narrowly than those above, as: attempting to meet individual differences, the growth of new media and learning to "fit them into the library picture." Too many left the space blank, and one wrote that she has "no philosophical concerns."

School librarians feel that they have been successful in meeting and implementing educational change; "in keeping the library a relatively relaxed and informal place in the midst of a highly structured program"; "in developing an attitude toward lifetime learning"; in withstanding pressure groups; in meshing book and nonbook media. 3 said they felt least successful in reaching the potential drop-out; 3, in reaching the culturally disadvantaged within the school population; 2, in reaching the nonreader; and 2, in reaching the physically or emotionally handicapped. Individual librarians feel discouraged with lack of success in: attempts to instill a sense of responsibility and honesty in students; upgrading personal values of students; combating breakdown of the family unit; orienting teachers to new patterns in communications; dealing with attempts at censorship.

"What do you think will be your most pressing problem in the years between now and 1975?" Many of the answers boil down to "money." 15 see getting sufficient help as the big hurdle; 9 see space, especially in outmoded buildings, as a problem. Individuals see as major problems: cooperation with other area libraries in order to give the most service; the education of teachers in use of the library; eliminating the "single textbook approach to learning." The thoughtful school librarian who made this last entry feels that the multiple resource approach, as opposed to the single resource, will promote lifetime reading after high school and the enduring respect for a variety of opinions and viewpoints.

Answers to "How are you going to tackle it?" range from a desperate duo: "Pray!" and "Get out of the school system," to practical first steps: "Preschool orientation for new faculty" and "Visiting other libraries and processing centers." Public relations and the involvement of others in library matters seem to offer help to several: "Publicizing the facts to parents and community leaders and setting up a special committee"; "sending monthly reports to administrators"; "greater use of teachers in reference and research areas"; "by keeping administrators and Board of Education aware of needs." 3 are out to get more clerical help; 2 will focus on an in-service training program for teachers, one to the extent of participating in teacher education at the state university. But 2 of those who bothered to reply to the query - about half of the total number of respondents - felt that these problems are "not for me to solve."

As to the future: "Curricular area libraries near department classrooms; central bibliographic control and locator devices manned by administrators and specialists comparable to those who man the telephone system; magnetized shelving via sliding conveyors which respond to digital stimulus. Same magnetism will be used in detecting materials not charged out as user exits through turnstile."

Another school librarian feels that "the library of the future will be the central focal point of the instructional process. It will provide a means for the student to involve himself more actively in each learning stage, and to progress at his own rate of speed in a carefully planned sequential program geared to his own interests and needs. As we experiment more and more with independent study for all students, the library may well become a laboratory, with programmed learning of information taking the place of much formal classroom procedure. The school librarian of the future will have to combine administrative and organizational skills with a deep understanding of children and the educational process." All the crystal balls carried approximately the same vision.

College Librarians

110 librarians working in higher education received questionnaires; 56 of them replied. Institutions which these librarians used as the basis for their observations ranged from small private colleges to state universities; junior and community colleges were included in the sample as were several "ivy league" institutions. 17 of those replying in this group are connected with graduate library schools.

All of the librarians working at the college level reported that the population in their service area had grown; 18 pegged this growth as being 75% or more; 13 said the percentage of growth was about 50%. The majority of the respondents said that 50% or more of the members of the college community are registered borrowers or reference users; several said 100% (but they are probably kidding themselves, since various studies have shown that a fair percentage of college students rarely or never darken the door of the college library). In any case, 20 respondents felt that the percentage making active use of the library and its materials was higher than it was formerly.

Almost everyone felt that there had been a shift in the use of library facilities and service patterns. 31 librarians noted an increase in decentralized library facilities such as those offered by departmental branches, resource centers, study centers, deposit stations in dormitories, etc. An almost equal number noted greater use of the main or central library, with considerable overlapping indicating the greater use of all facilities by students and faculty.

There were some interesting reasons given for the apparent changes in the character of clients served in the college library; changes were noted by all but 7 of those replying to the query about the nature of change in clientele, and included: more women now admitted on campus, especially more married women seeking careers; an increase in the number of off-campus users - especially high school students and business and industry personnel; more high achievers because admission standards have been raised; more lower class, low income users who are not library oriented and are inclined to be poor readers; more employed people seeking job advancement; more graduate students; and in junior and community colleges more liberal arts emphasis and more students preparing to transfer to four-year institutions.

All categories of library materials are in greater demand except fiction. Almost all agreed that college library users are more purposeful in their use of the library and its materials, and more at home in it. Like most of the librarians queried who serve in other types of libraries, most college librarians who answered the question felt that their library has not done enough to provide special help to the disadvantaged, presumably to fill in gaps in reading background, library orientation, and the like.

College librarians, like other librarians in the sample, were asked if they felt they had made progress in making it easier for people to use the library and its facilities. All who replied to the question said "yes." The most frequently cited ways of making the library's materials and services more "user oriented" were through longer open hours and more evening hours. 27 have "cut complex routines" and 13 are conscious of "taking resources and services where people are." The provision of photocopying machines is mentioned by several librarians; others mention more duplicate copies and greater freedom in lending, daily bus service between campuses, and faculty book pick-up and delivery service. At one large university, residence halls have new reference libraries with direct telephone service to the college library.

34 of those replying to the query concerning the college library's cultural, self renewal and recreation functions feel that they have improved; 23 feel that they have not kept pace with information functions. 45 respondents feel that these functions will gain in importance, but 5 feel that they will not.

42 college librarians feel that there has been a change in their (and their staff's) philosophy of program and service. "We are not as concerned with routines as with services" neatly summarizes the change as most of them see it; also "more responsive to users' needs, voiced and unvoiced." Greater cooperation with the teaching faculty and greater involvement in the educational program is mentioned; greater concern with a broad range of media other than books is cited as a change. Several college librarians cited a new awareness of the library's responsibility for establishing a lifetime habit of library use and for the development of cultural interests. Several large universities mention the development of an undergraduate library and a broader range of general reader services as differentiated from straight research: music concerts, sponsored literary and philosophic conversations with faculty, etc. "Ten years ago we felt that it was our responsibility to 'be available.' Our service philosophy today is much more aggressive; we feel constrained to market our services vigorously wherever we know that doing so would be in the interest of total human and social economy, whether our patrons realize it or not."

25 college librarians say that they have been involved in indirect or outreach programs involving other agencies: They specify anti-poverty, employment and adult education agencies. 26 college librarians think that there has been an increase in the number of students seeking personal reading guidance. Several note that students now have no time for personal reading, but that more students need guidance in doing research and in the use of complex materials. Only a few of the responding librarians had undertaken special programs which they felt help young people to orient themselves to responsibility, understand the importance of a wide range of viewpoints in forming opinions, gain perspectives, or come to terms with themselves. These few spoke mainly in terms of displays and exhibits.

The programming of library materials on broadcasting outlets (TV and radio) was considered not relevant to college library concerns by most of the respondents. "No staff," "not a priority," "haven't tried," was the majority expression. One college library, however, uses closed circuit TV to orient students to library use; another ran weekly 1/2 hour programs over the university FM station with good response; a junior college cooperates with local station on "college of the air" type shows.

Most respondents felt that they had maintained a balanced approach to programs and collections despite pressures, but 9 felt that they had indeed "gone overboard" on some aspect in response to pressures. The demand for library support of new programs being added to the curriculum, especially in area studies and other graduate-level programs, has distorted and - especially serious - has de-emphasized services to undergraduate students. One junior college librarian says: "I believe we are over-emphasizing A-V. Some instructors tend to rely so extensively on them that other media are neglected."

33 college librarians spent more time in book selection than formerly; 10 spent less time. 25 characterized selection on nonprint materials as "competent"; 18 as "uneasy" and 2 each as "innovative" and "nonexistent." Respondents are about evenly divided - 22 to 21 on the question of whether or not nonlibrarians are more involved in selection of materials than formerly. Faculty is more involved in many cases, but growing complexity of materials and resources makes it sometimes difficult to involve them; subject specialists on library staffs are seen as the ideal by several thoughtful librarians. Says one: "The crucial fact is that staff specialists (bibliographers) have taken over the larger portion of book selection, and this trend will increase in amount and in specialization. Faculty nowadays expect librarians to be competent to select even in exotic fields and exotic languages. They expect books to be on hand rather than to advise the library to acquire. Field trips for selection and procurement to all parts of the world are now standard procedure."

32 of those queried thought that the selection function would become more important in the years ahead. Most of those who explained gave as reasons: more money to spend wisely, more materials to choose from, more diversified clients to select for, and a broader curriculum to support in greater depth. However, the 6 who thought selection would become less important (all from large university libraries), and the 5 who thought it would be "different" gave interesting and compelling reasons too. Says one: "In our terms, perhaps less. Trend toward increased automatic acquisition through judicious blanket orders." Notes one, in replying that selection will be different: "More materials available on microforms or computer stored with ready access when needed." Says another, also in a large university: "More standing orders for total press output." And another: "Less important in large libraries, because they will be more concerned with comprehensive collecting. More selection by library staff specialists."

Asked what percentage of the books and other materials in the library are used for reference or circulation more than ten times a year, 47 hazarded an educated judgment: 21 said 15% of the material; 13 said 25%; 8 said 40-50%; one said more than 50%, and 3, less than 15%. Of course, the percentage is much lower for the large research libraries with highly specialized collections than for the undergraduate or junior college kind of library where a high proportion of the material is in frequent use.

Again and again, various questions elicited replies which point up the widening gap between the highly specialized and the very general college library. 45 librarians feel the need for more highly specialized materials in their collections, while only 5 of those replying do not; only 17 feel the need for more very elementary material, while 27 say that they do not. 30 librarians say that they meet the needs at both ends of the spectrum (highly specialized and very elementary) by cooperative arrangements with a wide range of other libraries (special, public, state); 20 say that they continue to provide for "average" or "middle of the road" demands.

Asked to identify the single factor in their service area which has most affected the type of material bought, the great majority cited, in the words of one, "enormous extension of research interest into previously neglected fields," and development of advanced graduate programs, such as foreign area studies. Several others noted more intensive individual instruction; the proliferation of paperbacks which students buy and keep; the upgrading of the institution (from college to university); the enrollment encompassing a wider cross section of society.

What percentage of your annual budget for materials for the last fiscal year was spent for materials to support new programs, courses or facilities? 7 said 35-40%; 8 said 25%; 9 said 10%; with the others scattered in ones and twos from less than 5 to more than 60%.

What kinds of materials would you like to have that you cannot find? Materials for African, Mid Eastern, Far Eastern (especially Mainland China) studies; out-of-print materials, especially foreign ones and serial publications; better sources for foreign publications.

Have you noticed radical changes in the types of materials used by students? 44 said "yes." Most librarians ascribe this to better teaching and more kinds of materials accessible, especially paperbacks. Only 20 think that students are doing more "unrequired" reading, and several comment that reading is almost totally restricted to curricular needs.

The entire next set of questions put to librarians concerned the organization and processing of materials. 17 responding college librarians thought that professional librarians in their operation spent 10% of their time in clerical tasks; 13 thought they spent 25%; and 5 thought 40% or more! Asked the same thing about technical procedures, 9 thought 10% of professional time was spent at them; 13 thought 25%; 16 thought 40% or more. Have you taken any recent steps to change this percentage in any way? 45 said "yes"; 3 said "no." 40 are doing this by making fuller use of technical and clerical personnel; 27 by cutting and eliminating steps. Only 10 said they had entered into centralized or commercial processing; 21 have automated procedures. Other comments included one from a library that is pressing for a complete manpower study; another from a library that is undertaking a systems analysis, and one from another library that is redesigning its system and supervision. 27 librarians see the released professional time as being spent on individuals; 19 on administration; and 5 (each) on agencies and groups.

Automation is by far the answer to the query concerning the most significant changes to come about in the near future in the handling and processing of materials. "More organization and method studies" says one. "Bibliographic control by computer" says another. "Better management, including machine and automatic processes, but also clearer, tighter organization with specific objectives (some of which are beyond immediate operation.)" Most seem to be pinning their hopes to cooperative acquisitions and processing programs and to full use and implementation of the MARC program and other Library of Congress assistance.

One of the questions which drew the most interesting answers from this group of college librarians as well as other types of librarians in the sample was: "Do you think that different types of libraries will need to define and perhaps limit their functions more sharply in relation to each other and the clients in the service area?" 36 said "yes"; 9 said "no." Says one "yes" man: "An optimal compromise must be found between the views that 1) library books are part of our cultural inheritance and should be freely available to all men; and 2) books are the chattel of the institution purchasing them. Both views are true." And: "Development of regional reference centers may make possible better definition of services to business and industry, now proving burdensome to many university libraries." "Define yes, limit no," said a couple; and "shared acquisition" said another. "In our town," says one librarian from the Southeast, "we have 5 institutions of higher learning with libraries; a city-county library; school libraries; and many special business and industry libraries and information centers. Too much uneconomical overlapping." Says one library statesman: "They should, but will probably resist the idea. "Also, there will have to be more cooperation and expansion of functions and relationships: people will demand it." "Libraries should define what their most important services are - based upon analysis of the community they are responsible for serving - and develop affiliations with other agencies in their service area to provide mutual support for specific area wide programs."

Respondents were about equally divided - 24 to 22 - between those who had, and those who had not, in the past year, entered into any kind of formal (legal) regional or local sharing or mutual aid agreement with any other type of library or institution. These ranged in nature from an agreement with another university to develop an Asian studies program to a "Flying Books" interlibrary loan by air with national libraries in Washington, D. C. and a telefacsimile link with the National Agricultural Library network. 5 regional university libraries have undertaken cooperative study with intent to become a network ERIC facility; several have helped to develop reference and research centers within the state library system.

31 believe that the social and economic importance of libraries is now well enough established so that budgets can be based on realistic potential needs rather than traditional measurements of actual use; 19 say that they think they are not. Says one, "I doubt that the importance of libraries is well established on a social and economic basis insofar as the public and local government are concerned (they are in some business and industrial settings, where this is demanded, and probably in research). Librarians should, however, be able to justify their existence in this way and to budget accordingly." "On what basis is your budget determined?" we asked. "Estimate of needs," said 15;

"2% of university's total budget," said 4; and "experience," "performance," "hard bargaining," "student enrollment." Several intend to try program budgets in the near future. Says one library leader, ruefully: "So far as I can see, emotional factors. I have been able to see very little logic in many key budget decisions made by the university administration." Another: "Theoretically, workload plus campus population plus campus development plan. In fact, arbitrarily in the political negotiations at the state level." And another: "1) annoyance of faculty and students with poor service and their ability to communicate with university administration; 2) charisma of librarian at budget time; 3) fiscal situation of university in any one year vs. demands of other units." "We get every penny we are strong enough to wrestle out of the limited total funds available." And "On the basis of foreseeable need - increased enrollment, the establishment of new programs - and recognition of rising cost indexes - books, serials, salaries, wages, supplies - and efforts to remedy deficiencies."

31 college librarians have experimented with building a budget on what their service-community should have rather than what they had or used in the past year; 15 say they have not so experimented. Comments here, too, were interesting: "In 1964 we made an analysis and projection of patron needs and made a ten-year plan for development. Quite successful." "But with little success. State budget officials today want easily quantifiable formulas based on experience."

Asked whether they had attempted task analysis and redefinition of jobs within their libraries, 43 said "yes" and only 6 said "no." 37 have found that tasks once performed by professional librarians can be satisfactorily performed by: technicians - 22; professionals in fields other than librarianship - 21; clerical help - 35; students - 5; machines - 1. One commented: "We are always finding some odds and ends that can be handed over to clerical personnel, but not sizable areas of new work." 29 have "de facto" or formally revised their estimate of desirable ratio of professional librarians to other staff; 14 have not, with such comments as: "Dangerous to generalize" and "It depends on organization of library." 15 librarians checked as a desirable ratio one professional librarian to three nonprofessionals; 9 checked one professional to four nonprofessionals; 8 wrote in, "One professional to two nonprofessionals"; and one wrote in, "One to five or more."

In reply to the next-to-last question in the group on "personnel," the majority felt that, yes, library directors, administrators, and directors of in-service training programs should have library school training and/or library school degrees. Only 9, however, felt that formal library education was required for the public relations director; only 20 felt that it would be required for the job of community coordinator; and 15 felt that it would be necessary for the library's personnel director. Conversely, 35 and 34, respectively, felt that it was not necessary training for the job of public relations director or personnel director.

Asked what effect the probable influx of a mass of "upwardly mobile" (lower class) young people would have on the role of libraries, most were hopeful that this estimated influx into the service professions (of which librarianship is one) would occur, and were anticipatory of its benefits when it does. "More men in librarianship would increase the status of the profession and increase salaries." "Profession will become more competitive." "I hope that this influx will increase our understanding of the problems of the disadvantaged, help us to be better prepared to meet their needs, introduce more flexibility and change in the ways we have been doing our work." "Attention will be focused on the role of libraries as a social force in upward mobility." "I think libraries will become more an accepted part of the individual's life, not only of course because the influx will improve and personalize services but because of better school libraries. A real influx of upwardly mobile young people might help to break down barriers between the library and the groups from which they come... In the college library area, the influx will increase the number of available candidates for positions, who will increasingly have to be judged by their backgrounds in subject areas as well as in librarianship. I can see college libraries staffed with more persons with at least a subject master's degree and consequently the libraries assuming more initiative for building collections and guiding students."

A few were less optimistic. "Haven't seen it happen yet. Library schools seem to be stuck with curriculum aimed at qualifying people to work in libraries which are 25 years out of date. Would be great if courses in 'social forces and trends,' 'harnessing technology,' 'political maneuvering and economics,' and 'modern promotional techniques' could be part of library school curriculum." "I see very little impact on libraries unless librarians change their philosophy of service and adapt their service functions to a fast-changing society. Most public and academic libraries are very little different now from what they were 15 or 25 years ago. The profession has a recruiting problem because there is very little dynamism or ferment of progress and change. Not only does it exhibit reluctance to change, but also it is doing a poorer job of meeting needs placed upon it because of its slowness to update types of service, patterns of service, and quality of service."

We then asked, "Which set or sets of societal stresses has your library felt most keenly and most directly?" 39 said population stresses; 41 said educational stresses; 36 said research and knowledge stresses; 22 said communications and documentation stresses. Occupational, political, and philosophical and social stresses were felt keenly by only 11, 7, and 10 college library administrators, respectively.

Asked how a particular set of these stresses had affected the library in practical terms, the majority mentioned stress resulting from huge enrollment increases and the broadened range of the curriculum. Here are some comments:

"The burgeoning enrollments are far beyond our capacity - building, resources, staff - to handle adequately... They are directly related to the increase in population. We raise entrance requirements, the state adds more community colleges, but the young people still keep flooding the university's gates."

"Heavy demands from high school students to use our collections and service hours which far exceed those of the school libraries. School librarians have quite failed in this area, at least, to meet the more sophisticated needs of today's students. At the same time, our own undergraduates, particularly at the upper and more sophisticated levels, now require services and collections at a level once thought necessary for beginning graduate students. Thus ten-year-old concepts of 'undergraduate libraries' are quite out of date.

"For example: With 1200 new freshmen, unable to provide reading space, instruction in use of library, materials (say, for 1000 students in a first-year English reading course). Effect: Set up new 'college' library for students in first two years to provide both seating and access to specially selected materials; paperback packages through bookstore; individual study tables in library to improve level of use; 'continuing show' basis for instruction, using both lectures and automatic projectors."

"Need for wider array of materials, greater duplication." "This university has taken on three new colleges in the past decade and gone into doctoral-level programs in more than a dozen fields." "Users have increased 50% in number." "The increase in school population and the recent emphasis on research has caused almost a total transformation of the university within the past few years." "We are serving a population of young people most of whom would not have otherwise gone to college." "Pressures on libraries to produce primary and secondary data suddenly on all aspects of the emerging nations have been great."

The next query was, "What one social phenomenon of the past ten years or so, whether listed by us or not, has given you the most worry and trouble in day-to-day operational terms?" Here, again, in this category of college library responses, as in the public and school library questionnaires, the most-often-expressed trouble and worry on a day-to-day basis related to students' manifest disrespect for public property, and theft and mutilation of books and other library materials. It may bear repetition that this particular problem was not mentioned by us in the material accompanying the questionnaire, yet this concern was the single one most frequently expressed in answer to this question by all types of librarians in our sample. "Lack of recognition of the rights of others," says one junior-college librarian, one of many who see it as a symptom of deeper social and moral malaise. "The impatience of the young people... These kids want everything for nothing." And another: "Ingrained and inbred feeling that everything is disposable and replaceable, hence careless attitude in caring for library materials, theft, loss, mutilation of library materials as a result."

One other major problem expressed in reply to this query was the feeling of being overwhelmed by growth (in student body, of research programs) and inflation. The pressures of the new educational program and the pressures of student activists were also mentioned.

What social phenomenon has given worry and concern in philosophical terms? Replies were thoughtful and included: "The increasing demands for professional training and skills, and the emphasis on 'practical' and 'useful' materials are killing the aesthetic tastes of our students. They read for information, not for enrichment. Our society demands more and better training, greater skills, faster-paced living; and little attention is paid to the importance of reflection, meditation, appreciation and the needs of the spirit." "Rapidity of change in all areas of society doesn't give us time to catch our breath... We cope, but perhaps inadequately." "The inconsistency of the society which demands that all qualified persons be given a chance to pursue a higher education, and then, on the other hand, tries to finance this enterprise with a sparse population tax base which is grossly inadequate." "Mistaken concepts of potentialities of automation applied to libraries." "The failure of the humanities and social sciences to persuade Congress that their activities are essential and significant, as indicated by the fact that federal support for the natural sciences annually is 16 billion dollars, compared to 250 million for the social sciences. The effects of this generally are: 1) overemphasis on the natural sciences and the rewards for choosing them as vocational fields, and 2) a further decline of the humanities and social sciences because of the lack of personnel and support for research."

Other replies to this question indicated a wide range of concerns: integration and race relations generally, lack of adequate financing for college libraries, intellectual freedom vs. pornography, the disintegration of cultural values and the easy resort to violence as a nation and as individuals, the need for a clear distinction between education and manipulation. Says one articulate librarian from the mountain plains states: "The Negro social revolution. The threat this poses to our society, due either to inaction of the white community or by overaction of the Negro community, could be cataclysmic to life as we are accustomed to it... The library as a social institution must play a more active role in meeting the educational/recreational/informational needs of minority groups as well as its traditional users." "One matter that has had serious effect on colleges and on young people has been the draft." "That in rejecting old values, some young people are embracing others - for no sound reasons in most cases - which lead to socially unacceptable behavior and to damaged health."

"To what social pressure, stress or opportunity do you feel that your library has responded most successfully?" In general, librarians in the colleges feel they have done well to cope with the diversified demands thrust upon them by rapid changes in curriculum, teaching methods, proliferation of materials and students. Several are especially pleased that they have been able to provide materials on a variety and on both sides of major social issues; others cite their response to new programs and provision of supporting material for them; others feel they have done well in implementing social change, helping their institutions to integrate successfully, etc. "Getting the idea across that the world is like McLuhan says, a global village, and that we must learn to relate to people of diverse origins and cultures." "As more and more people become aware of and concerned about major social issues (war and peace, race, poverty, overpopulation, etc.), the demand to read and know about these issues has become much greater. Fortunately, excellent material on these issues is available, and we have been able to meet the need for knowledge and understanding adequately, we believe." "I feel we have done quite well in keeping pace with the technological changes that have made internal library automation possible." "The trend toward independent study on the part of undergraduates. We are now retrogressing for lack of adequate physical facilities."

We asked: "What effects of social change do you feel you have grappled with least successfully?" Several of our college library respondents are concerned about their inability to encourage leisure reading in students and their failure to make the library a more effective force in developing a value system among students. As, here: "Stupid misuse of leisure time. Haven't been able to lead many students into areas which could be useful and enjoyable leisure-time pursuits." Several feel that they have failed to meet adequately the special needs of the disadvantaged student who comes to college with the handicap of many gaps in his background reading.

Others mention financial support, housing, and "taking advantage of the advanced technology which must lead us to ways and systems which will handle the mass of data which is so necessary in operating a complex organization called a university library." Failure to attract and hold able staff is cited; others are concerned about "fitting collection development to changes in teaching and research emphasis. Still too ad hoc." One outstanding junior-college librarian is dissatisfied with "the use of the library by students in our adult education or continuing courses. We are open four nights a week, Saturday mornings and Sunday afternoons, but are used little by students in these noncredit courses." A university librarian says: "We haven't really grappled very much as a library in a university. We support as we can the university's attempt to grapple." Finally, says one: "We have failed miserably in our attempts to improve the dissemination of information to the university community. In this regard, we are still occupying primarily a passive role."

"What progressive steps, innovations or changes that you have initiated, carried out or completed within the last two years or so have given you the most personal and/or professional satisfaction?" "Reduction or elimination of routines, more time with students and faculty, and introduction of nonprint materials in general use." "Planning two new departmental libraries...salary improvements." "Greater attention to undergraduate students' needs...long-range planning begun." "The fact that we have survived at all in reasonably satisfactory condition may be attributed to our training of nonprofessional staff to assume much work hitherto done by professionals..." The beginning, planning or completion of a new building was given by many as a source of satisfaction. Machine-readable circulation system; a machine-produced book catalog; redesign of functional locations of all operations; development in progress toward remote-access video tape library; and "gaining confidence of administration, faculty, students and staff." "Movement toward a personnel classification scheme that recognizes individual expertise and growth, more in the professional style than the civil service hierarchical style." And, from a junior-college librarian: "From the first book and the first brick to a beautiful new learning resources center with an opening collection of 20,000 volumes - in less than two years!"

Question: "What do you think will be your most pressing problem in the years between now and 1975?" Lack of space and money head the list. "Convincing statewide budget officers that a first-rate university faculty demands and must have ready access to an extensive book collection that is open-ended and grows at an ever-increasing rate. Convincing them that automation will not change this requirement within the definable future."

"Increased funding to...keep pace with the proliferation of graduate degree programs; the trials and tribulations of converting to an automated system." "To keep up with new developments of materials, methods and computer possibilities that will lead to greater efficiences and better service." Staff availability is a constantly haunting problem; as is increasing workload without corresponding increase in staff. And finally, "Everything needed to handle growth: people of greater competence; physical space; how to automate (not whether to or not); where to get the money."

Respondents were then asked, "How are you going to tackle it?" Some replies were hopeful, some despairing, all determined: "Establishment of planning office on the director's staff...conscious attempt to work at state, regional and national levels to be involved in the establishment of networks." "By supporting national and regional efforts to experiment and innovate; in other words, by cooperating."

"Dramatize the need enough to convince the president, make salaries more competitive, and beat the bushes in search of promising staff members with or without library school training."

"Answered generally, by taking advantage of available knowledge and practice in librarianship and in the contributing disciplines of public administration, scientific management, sociology, political science, education, engineering, computer science, and other areas. More specifically, by establishing specific objectives centered upon the needs of users, making plans intended to achieve them, improving organization and management, developing existing staff competence and effectiveness, and adding some competent new people who can help maintain awareness of social and technological change and of new knowledge in essential fields.... It is intended to proceed along lines already known in 1967, but to increase awareness of the changing environment and means of reacting usefully to it through the use of whatever knowledge and skills are pertinent."

"We will avail ourselves of all technological advances in data transmission and automated methodology for storage and retrieval. We will work with other libraries to cooperatively work out machine applications to library technology; we will develop regional storage depots and cooperative purchasing agreements with like libraries in our area."

"I'm hoping that more sophisticated cost/benefit accounting may help."

"Develop a long-range plan which is coordinated with programs being developed in other parts of the university." But, says another: "Piecemeal; storage of materials that are little used; new construction where possible." To match one who writes simply, "I don't know," there is another who says doggedly and without details, "Do it."

As to the look ahead into the future beyond 1975, many college librarians figuratively shrugged their shoulders. The consensus seems to be that college and university libraries at least will not be so terribly different - just have more of everything. Library users, it is thought, at least on the college campus, will be sophisticated in the use of all kinds of media. Buildings will probably be fairly well fixed in their present new forms for the next 20 years or so. As to staff, says one: "Managers, technicians, public relaters, promoters and subject specialists will run the library."

"More branch library development, more interdependence for special materials, more use of microforms."

"Libraries will be used by people who have need of their particular services, and these people will represent a larger share of the whole population."

"Academic libraries may not change so much in nature unless higher education changes. There will of course be increased use of communications media, extended use of closed-circuit TV, etc.... Public libraries may more and more move into government-sponsored adult education, poverty-rehabilitation programs calling for multi-purpose centers of which the library function will be but one part or unit... Personnel: There will be a larger proportion of technical, para-professional assistants, supervised and directed by fewer librarians percentagewise than now obtains. The library may also find itself becoming a unit for rehabilitation of persons released from correctional institutions, to be employed in capacities where they can be as effective as their potential allows."

"On the local scene, microreproduction may loom larger but not much - the book will continue to be the best reading machine."

"The resources required by our information needs transcend our present definitions of libraries. Our society must be able to tap, manipulate and combine data bases such as the following: data files of insurance companies, medical case histories, criminal identification files, deed and mortgage records, census bureau, department of defense, national institutes of health. Libraries have a major role to play or libraries will decline as new information operations develop in response to need."

"A variety of agencies will comprise the information system of the future, and individual libraries will serve as outlets and means of entry to it. All units will have direct access to data, many will store it, but individual stations will vary in the formats of information handled. Some will specialize in books, for it is unlikely that the kind of individual access which books provide to 'linear' thought will be offered satisfactorily by other media. Some parts of the system will handle summaries of content and provide electronic access through automatic indexing and retrieval, probably building up patterns of individual use to improve accessibility. Some units will focus upon other areas of community need, providing, for example, a centralized information base (representing a variety of public services) so that individuals, however uninformed, can satisfy their major information needs in a single place.

"The objectives of such an overall system will be to assist in decision-making at every level by providing reliable information rapidly wherever it is required. The many conflicting forces and pressures in a democratic society which beset individuals, groups, and public and private agencies (locally, nationally, and internationally), and calling for decisions, will increasingly require that such sources of information be available. They will be developed either sporadically, as at the present, wherever the need proves to be overwhelming, or the process can be carried out systematically through an orderly program of research and planning. Whether the system will in fact eventually embrace the majority of libraries, along with other data stores, information agencies, and research collections, will depend to some degree upon the readiness of librarians to recognize the lines of development and take initiative in participation; certainly the latent resources of libraries and the extensive physical base for the dissemination of information which they provide (with a built-in bias toward information) offer a setting and an opportunity which can be claimed by no other existing type of agency. Libraries must, however, grasp the significance of this opportunity - it will not fall automatically into their laps - or other possibly more inexperienced but highly motivated groups may capitalize upon it instead.

"Obviously the staffs of libraries and information services will be exceedingly varied, depending upon their responsibilities in relation to information, the user, operations, and administration. There will be administrators with responsibility for objectives, for planning, and for organization; systems analysts and managers responsible for effective operations; librarians and information officers to select and develop the information base and to serve as intermediaries between the intellectual source and the user; information processors to handle the technical input of data (indexing, abstracting, reviewing, cataloging, programming); technicians to run machines; and clerical staff for the varied bibliographic and office routines. Administrators at several levels will require a good deal of knowledge about information sources and systems, the nature of the community served and requirements for satisfying user needs, and about public administration and public affairs. Analysts and managers will specialize in designing, engineering, and operating systems. Librarians and information personnel must be competent in the information-transfer process to deal with content, people, and the data-retrieval system. Information processors may be subject specialists engaged in preparing state-of-the-art reviews, indexers- abstracters- catalogers, and specialists in preparing programs for information storage and retrieval. Technicians and clerical personnel will serve in many para-professional and clerical areas. The librarian's competencies will find best expression in planning and administration and in selecting and evaluating data and interpreting it to users."

National Book Committee Members

Of the 138 questionnaires sent to members of the National Book Committee, 43 were returned. The viewpoints expressed by these nonlibrarians about libraries, their progress and potentials, are in a way the most interesting and significant of all for they reflect the opinions of the intelligent, well-informed layman. Some few, as trustees or because of deep involvement in library affairs, have almost a professional (librarian) insight; most do not. Many of the opinions expressed underline the need for librarians to spend more time making laymen of this calibre more knowledgeable about libraries and consulting with them on future development.

Opinions - quoted anonymously - are those of several prominent newspaper publishers, a handful of college presidents and deans, several well-known writers, the former director of the National Gallery in the nation's capital, several major book publishers, a leading labor leader and an adult educator, a leading financier, an internationally recognized public relations practitioner, a leading research analyst, the secretary of the Smithsonian Institution, and others of like stature in their own fields. Not surprisingly, this group of replies from National Book Committee members was on the whole the most articulate, the most visionary and the most perceptive received.

The first question asked: "As a layman with a special interest in reading and libraries, do you perceive a change in the public attitude toward libraries?" "Yes," said 33; "no," said 5; while one thought that public attitude remained about the same.

If you do perceive a change, asked the next question, how would you characterize it? Here are some of the replies:

"A wider recognition of occupational-educational value of libraries as opposed to more narrow recreational value."

"Interest increasing in desire for self-education."

"I believe that public as well as school libraries are regarded by more people now than formerly as essential: essential to students who must work harder and dig deeper under today's more competitive academic conditions; essential to people for recreation, information, hobby-building, especially in view of the increased mobility of the population, the changing patterns in housing which allow little room for book shelves, the wider use of libraries as art galleries, LP dispensers, reading aloud and discussion centers."

"In Wisconsin the increasing number of leisure-class (retired and elderly) people plus social unrest resulting from racial issues have underlined the need for improved and continuing education in the public mind: ergo, libraries."

"Greater awareness of the availability of the public library, and of its ability and eagerness to be of help."

"The public believes that libraries should provide a greater variety of services than formerly..."

"The truth is that many of the people who have the most need of self-education do not go to libraries. Books in hard cover intimidate them, frequently the librarians intimidate them, and the actual machinery of getting a book out intimidates them too."

"I wish I could say 'yes.' But in all honesty, I think more people are using the library, but not enough of the mass public is aware of the potential of library use. I travel a great deal and I ask everyone I can: 'Do you use your library?' They almost always answer things like: 'Great place...good for the children...lots of good books...it's downtown...don't have time for things like that...' There is still much of the old image of libraries and librarians..."

"The new rich always go in for culture... Certainly those who are promoting libraries at the local level should, I think, recognize and use the 'status' argument in efforts for library improvement... The social insecurities of suburbia make reading something more and more people are for even if some of them read very little..."

"I find an increased, although still somewhat nebulous, awareness on the part of the public of the fact that there is a library system, and that libraries and librarians are useful tools. The public image of the librarian seems also to have changed. The typical spinster librarian has been largely replaced, in the public mind, by the alert and well-educated young professional, competent and eager to give service."

"No significant change. Libraries are still a good thing, like motherhood, but like mother are often called upon to do the impossible without much thought as to whether or how they can do it."

"A marked increase in appreciation of the practical value of the public library to the private citizen."

"More use by all classes of people...desire to have more service, coupled with unwillingness to pay higher taxes."

"Slightly greater awareness of the importance of books - this improvement in attitude may precede a meaningful change in reading behavior patterns."

"Intellectual curiosity accelerated by improved and expanded mass communication has resulted in the literate American looking at his library as a vital community resource from which he demands answers to his cultural, educational, vocational and recreational needs."

"Unfortunately, I still find a basically cloistered point of view on the part of the libraries that I observe - and a distant point of view on the part of the public towards libraries. Somehow...they don't seem to engage each other's gears as exciting, productive, and necessary parts of being alive in these moving times."

"There seems to be more appreciation of the services a public library can offer for the businessman, the student, the retiree."

"Library's public has shrunk - or at least hasn't grown except in numbers: 1) in the city - students and users of special collections. Fewer general readers; 2) in suburbs - students and middle-aged to elderly book-oriented. Much of the Negro community is alienated from the library."

"More people are using libraries because libraries are emerging from their traditional archival framework. They are in the process of developing into active service centers that dispense information. They are becoming user-oriented - adapting to community needs and rapidly changing educational, occupational and social patterns by 1) building appropriate collections, 2) encouraging circulation and use, 3) instituting and promoting ongoing services and programs that will bring people into the library - and attract a new breed of library user.

"From my standpoint [that of a publisher], I see public libraries buying more reference titles offering dollars and cents information. Technical and business books - formerly found only in the main library of a large city - are being purchased for use in small and branch libraries."

Next, National Book Committee members were asked: "Do you believe that local and state government officials, especially those concerned with appropriations, are more aware now than formerly of libraries' relationship to major social phenomena and social and economic 'gut' issues?" 29 respondents said "yes"; 9 said "no."

Here are some of the comments:

"[Yes] in terms of educational and informational need re the so-called knowledge explosion and increasing technical sophistication in communications."

"Questionable."

"Local officials responsible for local taxes are likely to be less interested than state officials in library development..."

"More awareness is there, but performance...lags."

"I'm afraid most government officials still have the image of the little old stone library and the little old stone librarian - not all of course."

"To some extent. Officials must keep their thumb on what is happening, and its political implications."

"There is almost total recognition at the Congressional level, as well as concern regarding the future of libraries. The awareness and concern, which are neither universal nor uniform, decrease sharply at lower levels of government."

"No. Real support of libraries is more likely to be found at the federal level."

"Most officials are aware of the growing sophistication of the public and realize that more and more poeple are getting information and a range of opinions from books."

"It appears to be extremely difficult to translate this awareness into increased monetary support."

"[Yes] thanks to the work of the National Book Committee, National Library Week and some poverty program activities."

"A qualified 'yes' because if there is increased awareness, it is usually conceded and implemented and transformed into appropriations and program with reluctance only after pressure. The more 'vital' and tangible public services usually take precedence over the library as a matter of practicality and political expedience."

"The public and the academic library are all too frequently overlooked in legislation affecting the social and economic elements in American life. Special legislation in their behalf has been belated and often unrelated to the missions of other social legislation. At local levels there is a disturbing lack of response to the problems of financing adequate library service in the greatly expanded suburban areas wherein dwell a large concentration of high school and college graduates - the very people who earlier in their lives were the principal users of libraries... The boundaries between suburban communities are artificial, certainly from the standpoint of transportation and consumer economics. They are forcing the creation of many small, closely situated, weak, almost degrading, practically duplicative library facilities where serviceable strength could easily be obtained through regional operations.... Someone ought to study carefully the reaction of the public at the local level over the past 15 years to the public library's response to pressures on selection policies by extremist groups. This would, I think, reveal the true place of the public library in the development of social and political movements."

"The only relationship they're aware of is the relation to 'education'; i.e., schools and colleges. Libraries are considered part of the educational apparatus - an adjunct to the schools and colleges. Library responsibility for an educational program of its own is not well understood."

"Officials are learning slowly - on the job - how information resources and innovative library service can interact with social phenomena..."

"They are more aware now than formerly and support of libraries bears this out. But many still do not recognize the tremendous impact libraries can have on our society."

The next question: "From your viewpoint, are libraries doing a better job than formerly of making services and materials more accessible to users?" All but one respondent thought public libraries were; 27 thought school libraries were, 2 that they were not; and 28 thought that college libraries were, 4 that they were not.

Here are some of the most interesting explanations:

"In spite of the crucial shortage of trained librarians, I believe library resources are more readily available than they were formerly if only because librarians in general have accepted the proposition that they are trustees of materials meant to be used rather than hoarded."

"Improved query service; better reader guidance; more open stacks; bookmobiles."

"The librarians are more aware of the new needs than the public is of the available services."

"The school libraries, which were under severe handicaps ten years ago, are improving more rapidly than the other two categories, perhaps because they began the decade much further behind."

"More attempts to inform public about collections and services."

"College libraries - no. Academic libraries have grown and improved but not fast enough to meet the increased demand for their services by a vastly expanded and more complex academic community."

"Newer facilities, more efficient methods of filing, the use of TV and microfilm, and pleasant surroundings all help make library services and materials more accessible to the user."

"Although academic libraries have experienced periods of exceptional growth, seldom have they had sufficient resources to accommodate their two (teaching and research) missions that frequently place conflicting demands on library resources and services..."

"[Yes] longer hours, diversified materials, broader services..."

"School libraries - no. Hours of closing coincide with the school hours. Children are bussed away from the school, and the library is not available before and after classes begin. Some school libraries close during the lunch hour."

"It's hard to get materials you want in most public libraries... College libraries can't keep pace with demand."

"Libraries are becoming much more concerned with having information available before it is needed... Library sponsorship of adult education courses, concerts, art exhibits, etc. is on the upswing. Bookmobiles and storefront libraries are bringing materials to the people. School libraries are encouraging students to use curriculum-related multi-media (books, records, filmstrips) and are inviting pupil participation in science and art projects and exhibits, etc. College libraries are strengthening resources to support courses and programs and encourage individual initiative. Increased use of duplicating machines, microfilms, scanners and more widespread use of interlibrary loan make more facts available faster."

"Does it seem to you that librarians have responded quickly enough and fully enough to the needs of the disadvantaged?" In answer to this question, 23 respondents said "no"; 6 said "yes."

What should they be doing? In reply came these suggestions:

"More branches in disadvantaged areas; more bookmobiles; more special materials for semi-literate adults; more special training for special service in this area."

"Many disadvantaged hate schools...have 'happenings' to alert them to books they might like."

"Seek out non-users."

"Positive effort is needed and this is sometimes hard to mount, with the added barrier (sometimes) of a basic unwillingness on the part of library boards (not only in the South)."

"The librarian must have a strong social service interest and understanding of what are the obstacles to library use by this group, and the ingenuity, imagination, tolerance and patience to approach the problem and be satisfied with gains that may not be immediately apparent..."

"Finding ways to make libraries less forbidding to culturally deprived children, especially Negroes."

"The degree to which libraries can be used by the disadvantaged is necessarily a function of the educational level of the disadvantaged. There is therefore little the librarian can do to meet the needs...other than to cooperate fully with...programs to raise standards of education."

"They are probably ahead of most institutions, but none have done it quickly or fully enough."

"More bookmobiles are needed; more distribution of paperbacks in poverty areas; more encouragement of discussion groups, using paperbacks for background material."

"Hiring Negroes as incentive to motivation."

"I do not believe the lack of response is due to ignorance of the need or to apathy or indifference, but rather a concentrated effort to provide adequate services to the smaller, more readily accessible segment of the literate community..."

"Public and school libraries do not appear to be in the forefront as they should be... More ways should be found to move library materials physically into and around inside of geographical areas where books are lacking."

"Damned if I know - but outreach certainly is needed. Go where the people are."

"Working with allied agencies is one solution. It can't be done alone."

Respondents were asked next: "What do you think has happened to libraries' cultural, self-renewal and recreational functions?" 31 think they have improved, but 20 think they have not kept pace with technical and information functions; 6 think libraries are trying.

"[Improved:] Yes - for the school and college libraries; no - for the small town libraries."

"In college libraries, development of self-renewal and recreational functions depends on local relationships. Isolated academic libraries tend to concern themselves with these aspects, while those near adequate public libraries tend to concentrate on curricular materials."

"I do not know, but I hope 'joy' is not lost in the general rejoicing over educational institution status."

"Libraries have lost ground in the face of competition from other media and activities that compete for man's time and attention."

29 of the respondents think that these recreational functions will gain in importance in the decade ahead; 6 think that they will not.

The question next put to this group of articulate laymen was, "Do you think that different types of libraries (school, college, business or special) will need to define and perhaps limit their functions more sharply in relation to each other and the clients in their service area?" 25 replied "yes"; 8 said "no"; 2 said "define, but not limit."

"To avoid unnecessary and confusing duplication of purpose and human and material resources, existing libraries should evaluate their capabilities and define and limit goals and services for the patrons they are best equipped to serve. They should, however, remain flexible enough to allow interaction with other libraries and with regional and community programs and services.

"New libraries should not perpetuate traditional library organization and service but should - once objectives are outlined - build collections and institute experimental programs that will supplement existing libraries..."

"I think the separate 'missions' and functions are quite well defined now. Too much sharpness in distinction could result in loss of effectiveness."

"This specialization is already a fait accompli in various industrial segments of the state; i.e., in the area where paper is manufactured, the state college has courses and library material in paper chemistry, etc."

"I would like to see libraries, other than purely technical, broaden their scope and outreach and have people flooding in. TV is murdering our minds and morals."

"They must limit their functions in order to avoid wasteful overlaps."

"Difficult for every library to serve every need."

"They need to relate much more to each other and not keep materials from those who need them. Free flow of materials should be increased."

"This need is perhaps the most compelling in modern library service and is dictated by all the social changes considered here, and by the breadth and depth of the library needs of people at all educational levels and in all occupational fields. Libraries must not merely define and limit their in-house responsibilities to meet the specialized needs of their users, but must concurrently assume responsibility for insuring that readers can obtain from other sources the material their own libraries do not hold. This implies increased emphasis on the coordination of library systems, including public, school, university and research libraries."

"The demands will be so heavy that the division of labor will become increasingly necessary."

"Ways in which wide access to all holdings wherever they are may be achieved."

"All types of libraries may have to expand their functions in order to meet the demand for literature and information from people of all kinds, in many places and at various times. Public libraries have long served students at times when they do not have access to their school libraries. School libraries in many areas might well remain open longer to serve the public at large, and particularly the older disadvantaged person who may enter the educational process late in life needing just those kinds of materials in which grammar school libraries specialize. Libraries of different types could serve as convenient physical access points to general networks of communication of books and ideas, thus utilizing modern communication technology to its fullest. Distinction between kinds of libraries might thus diminish. Coordination and cooperation among library, educational and recreational program planners is essential."

"Library service should be given where it is needed and wanted. If a college professor wants a book on how to train his dog, the college library where he works should be able to give it to him... Books should be where people ask for them."

"It seems to me that different types of libraries must extend their functions and cooperate more fully in order to serve an ever-increasing public."

37 National Book Committee members - all who replied to the question concerning it - feel that greater emphasis should be placed on coordinated or cooperative public library systems. One realist from the upper Middle West comments: "Idea is not sold to public even though it is a good idea. Publicity is lacking."

The next question, in two parts, concerned personnel. The first asked: "Have the libraries you are familiar with attempted task analysis and redefinition of jobs within the past few years?" 24 said "yes"; 4 said "no";

2 said, "A few have." Another said, "College, yes; small public libraries, no." The second part of the question asked: "If so, have they found that a number of tasks once performed by professional librarians can be satisfactorily accomplished by other people?" 25 said "yes"; one said "no." Two interesting comments were made, one wry, the other blunt: "Yes, but they hate to admit it!" and "Any professional or managerial worker who cannot delegate should quit." A third comment was critical: "This development is, I believe, slower than it might be on account of the trades union attitude of some librarians who dread the invasion of nonmembers of the fraternity." 19 people felt that aides, technicians and clerical workers could take over many tasks; one noted that good-quality people can handle all circulation procedures. 12 spoke for the use of professionals in some fields other than librarianship: "excellent subject specialists." Social workers and scholars (in the classical sense) were other suggestions, and 2 respondents felt strongly the need for a middle position between clerical and professional to be filled by intelligent, college-educated local citizens.

Book Committee members were then asked what one social phenomenon of the past 10 years, whether listed by us or not, had given them the most concern for the future and development of libraries.

"The so-called knowledge explosion." (The same thing concerned 3 others.)

"The enormous growth of the entertainment sector in contemporary life - TV, cinema, sports and sporting events, hobbies, club meetings, driving groups, good works, cook-outs, and sit-ins - has radically diminished the time available for the very private occupation of reading for pleasure. The anti-intellectualism which is still a part of our frontier heritage, the outer directedness of most people's lives, the appalling incidence of reading retardation (Mr. Conant observed that in some schoolrooms 34% of the children are seriously retarded) - all these factors are a threat not only to the expansion and development of libraries but to their survival."

"The growth of TV, matched by its pablum content. The growth of mass media using advertising with canned opinions. We need informed debate based on knowledge in depth - not emotional reactions to daily panic headlines and pictured violence." (TV is a major concern of 2 other respondents.)

"The increasing and inevitable reliance of public libraries on government funds, and the resulting political complications."

"Dust and cobwebs as the idea of a library. Many have entered the modern world, but many have not, or only have one foot in."

"The difficulty of changing patterns, habits and traditions."

"The influx into the cities of intellectually, socially and politically impoverished people."

"The limited progress in getting new young people in adequate numbers involved in library work."

"The development of opportunities for leisure and the massive guilt involved in having either unused or barely used leisure time available to increasing numbers of people on an increasingly broader basis. Somehow or other, the library and the society as a whole are going to have to help people utilize leisure time productively and satisfyingly, and also help to change our national ethic towards a point of view within which leisure - and the enjoyment of it - is not looked down on."

"Lack of adequate priority and resulting lack of resources." (2 other people said much the same thing in different words.)

"If you mean what one social phenomenon points up the importance of social-cultural enterprises like libraries, then I'd say the urban riots of 1967."

"It seems to me that the most important issue is that of the disadvantaged. Can libraries play a major role in changing attitudes or is it too late?" (This question was echoed by still 2 more respondents.)

"The population dilemma, since the problems all stem from people problems."

Finally, members of the National Book Committee were told to let themselves go - and write a few lines about what the future of libraries should be, what they should be like, who should run them, who should use them, and what kinds of federal support are needed!

"It would be well for all librarians to study salesmanship, advertising and human relations in order to be able to communicate with the public."

"The library of the future needs trained personnel to manage computerized information, sociologists to reach into the community with books, increasing federal support depending upon the quality of service, and community support."

"Libraries should be more visible than anything else in the community, and more available. They should be heavily promoted by all interested parties - especially educators - and heavily subsidized by Uncle Sam on a matching basis."

"The library I know best needs to broaden even more its base in the community by bringing more representative citizens onto its board, and to learn the intricacies of obtaining government funds and avoiding as much as possible petty hostilities with officialdom."

"What is to be hoped for is a breakthrough of the imagination on the subject of libraries and self-education that would be comparable to some of the great acts of imagination in the field of formal education, such as the idea of the land grant colleges or the GI Bill of Rights."

"I'll let Mr. Einstein do this: 'The unleashed power of the atom has changed everything save our modes of thinking, and thus we drift to unparalleled catastrophy.' Unless - and I'll let H. G. Wells have a word: 'There is no path but knowledge out of the jungles of life.'"

"We must...really start lending mixed media...perhaps a new kind of community trustee, trained with a formal course in community needs, including all educational facilities."

"Libraries should become more active. Much as museums have tended to move from their prison walls to the people, or to make it attractive for the people to mingle with the treasures of the museums, so the libraries, if they can get the financial wherewithal, should change their passive attitude in the attempt to evoke interest and aspirations on the part of the public."

"I have been pleased with the leadership of professional librarians when they have been given adequate support. I think they are alert and eager - at least the top ones and that's enough... Lots more federal aid - on a matching basis to stimulate local support for the most part. Federal support for research libraries on a nonmatching basis."

"The development in the use of hardware will probably come from the largest libraries, with the Library of Congress at the apex... It is to be hoped that middle-sized and smaller libraries can draw upon the advantages that accrue..."

"Libraries are often losers in the competition for [local] tax dollars ...more and more federal support will be needed...libraries of the future should be community centers, where discussions of basic issues in modern society can be held, using the enormous resources available in books."

"They should be open with books available at all hours. Doubleday & Company bookshops have their most dedicated and serious customers 7:00 P.M. to midnight - particularly late evening. More attempt to get volunteer help (like nurses aides). Every library should not try to be all things to all people. More use of retired executives and teachers in library administration and day-to-day business."

"Administration should be composed of a team of bookmen, public relations men and information storage and retrieval technicians."

"Federal support should be given in terms of funds to enlarge physical facilities, to induce state and local areas to invest more of their own funds in library activities, to subsidize new kinds of library schools in which developmental activities could be fostered to produce people and ideas attuned to the library as an instrument of social activity at the most individual level of human involvement."

"I would like to see libraries as part of community centers - not as separate buildings. The idea of a wall shuts the library in and the community out. As concepts like the Community Action Program of the OEO gain traction, and as...non-federal-directed (but federally funded) programs at the community level proliferate, I think we shall see a renaissance of community involvement in all kinds of social action. And I define social action in the broadest possible terms. Included in these terms are intellectual development, productive use of leisure time, vocational training, etc.

"If we are going to have this kind of community action, it seems to me that a library belongs right in the whirlpool along with legal counselor, vocational guidance, the birth control center and everything else."

"Wide open, warm, human institutions. Run by pros and aides. Used by all. Federal leadership with ideas and techniques, but mostly local support."

"A library should become realistic about its functions, and then become functional. Even the Government can go broke."

"We are on the threshold of a breakthrough... Once a nationwide system of super-libraries is tied together with electronic communications devices, we should be able to manage the knowledge explosion."

"If America's most pressing social problems are to be accommodated, librarians - in cooperation with educators and enlightened community leaders - must swiftly take on the task of education.

"Librarians must abandon their centuries-old concept of the clothbound book and service for the educated, and provide imaginative, viable approaches that can accommodate the semi-literate and illiterate, the culturally deprived.

"Library schools and library administrators should rethink completely basic concepts of librarianship. Herbert Goldhor, Director of the School of Library Science at the University of Illinois, proposed in a speech before the New York Library Association that perhaps librarians consider seriously the 'giving' of books to library patrons - an idea totally alien to traditional archival concepts. A successful program of giving paperbacks 'for keeps' to students in a Michigan training school has pointed the way for more creative thinking on the aspect of 'giving.' More thinking of this kind is needed for testing and evaluation if a breakthrough in reaching the formerly uneducable is to be made in the '70's."

"Such people as Marshall McLuhan have cynically challenged individual identity, saying the individual is lost in mass involvement. The library is one institution that can accept responsibility for an individual as an individual... Our affluent society is scarred with the disenchanted, the disinherited, the dispossessed and the deprived. Even those of affluence are searching for a missing quality - a reason for being, a meaningful relationship, a sense of hope. Trustees and librarians can do much to reach these people, to show them how the library can help them. If trustees and librarians really believe that the library is an indispensable, vital force in our society, they will not only make it such, but will let it be known."

This concludes the examination and interpretation of the survey made to ascertain the extent, the depth and breadth of the effects on libraries of major social changes that have been transforming our society in the past ten years, and will continue to transform it in the next ten. Here was a chance for librarians and a small number of their legion of trustees, friends and patrons to "tell it like it is" in their part of the forest. We think that they have done a thoughtful, thorough and helpful job, and we offer it to the President's National Advisory Commission on Libraries in the hope that its members will think so too.

Virginia H. Mathews
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ABSTRACT

A report, reinforced by field survey and opinion sampling from leaders in the library profession and civic leaders, on the effects upon libraries of major social changes of the past two decades, and probable effects of such changes in the decade ahead. Five principal responsibilities of libraries in the foreseeable future cited include:

1. To support formal education, from prekindergarten through graduate and professional schools.
2. To sustain the increasingly complex operations of the Government and the economy of the country.
3. To provide opportunities for continuing self-education and retraining.
4. To play a role in the reintegration into the society of groups now largely isolated and excluded by their lacks in education and training.
5. To provide resources for an informed public opinion and for personal cultural and intellectual growth and individuation.

The total impact of rapid social change will be to render the library's role more central and to require for it vastly increased public support. From an institution with rather general educational, cultural, and recreational aims which functions, however worthily, somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns, especially in core-cities.